

REPORT TO THE TRUSTEES

Commission on the
Future of the College

Wellesley College
March 1971

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PREFACE

The Commission on the Future of the College was established in the spring of 1969 by the Board of Trustees. Three administrators, two alumnae, three faculty members, three students, and three trustees were selected by their own constituencies to form a group whose broad charge was to make recommendations to the Trustees concerning the future of the College. The Commission was free to determine its own timetable and procedures. Its mandate encompassed all areas except governance of the College, which was already being studied by the Structural Revision Committee. As the Commission began its work, John Quarles, then chairman of the Board of Trustees, spoke of his belief that Wellesley could move toward the future with strength because of the high quality of its faculty and student body, its flexible administration, the loyalty of its alumnae, and its sound financial position.

Extensive research was undertaken by the Commission to provide an informed background for its deliberations. Commission members visited sixteen institutions: Bennington, Bryn Mawr, Cedar Crest, Goucher, Hamilton-Kirkland, Jackson, Middlebury, Mundelein, the Radcliffe Institute, Sarah Lawrence, Simon's Rock, Swarthmore, the central office of the five cooperating "Valley Colleges" (Amherst, Hampshire, Mt. Holyoke, Smith, University of Massachusetts), Vassar, Wesleyan, and Wheaton. The Commission called upon the services and resources of outside consultants, including Mrs. Nell Eurich, former dean of the faculty at Vassar; Joseph Katz, associate director of the Institute for the Study of Human Problems at Stanford University; and Deane W. Malott, former president of Cornell University. The large body of available and pertinent literature and materials dealing with higher education in the United States today formed a major portion of the Commission's investigations. The

College itself was studied intensively, and there was continuing consultation and correspondence with its officers, faculty, students, and alumnae, as well as with temporary and permanent committees in the institution. The Admission Office supplied information to the Commission on a regular basis. In addition, the Commission surveyed 290 public and independent schools in the United States and abroad from which students have applied to Wellesley within the last five years.

Three separate and detailed questionnaires were sent to students, faculty and administration, and alumnae. Finally, prior to the time that the Commission formulated its final recommendations, it held two all-College meetings on the campus, and all 26,000 alumnae were invited to attend one of nine regional councils, which were conducted in various cities across the country.

On the basis of what the Commission began to see as its principal areas of interest, it authorized twelve major studies and reports. They are Educational Programs, Suburban-Regional Studies, Day Care, Foreign Study, The Education and Needs of Women, Minority Groups at Wellesley College, Counseling, Dormitory Life, a Secondary School Survey, a Secondary School Guidance Counselor Survey, reports on the proposed exchange with Dartmouth, and the Population Impact Study. They appear as appendices to this report and have served as part of the foundation for the recommendations. The appendices are an integral part of the report, are frequently referred to in the text, and readers are urged to consult them. The Commission wishes to express particular thanks to the authors of the reports and proposals who are not themselves members of the Commission: Nancy C. Guthrie '71 and her committee; Roger A. Johnson, Associate Professor of Religion and Biblical Studies; Dr. Arthur M. Katz, of Cambridge, Massachusetts; Kyle T. Kinsey '72, who assisted Eric W. Kurtz, Assistant Professor of English; Eleanor L. McLaughlin, Assistant Professor of History;

Philip M. Phibbs, Executive Vice President; Alice B. Robinson, Professor of History; and all faculty members and students who have participated in discussions with Dartmouth.

The Commission has made certain interim recommendations to other bodies and committees, with the result that some changes and programs have been implemented in 1970-71. Examples are the expansion of the MIT and alignment of MIT's and Wellesley's daily class calendars; Wellesley's entry into the Twelve College Exchange; and greater flexibility in the leave of absence policy.

From the wide-ranging scope and variety of the studies that the Commission has undertaken it is now prepared to make recommendations in five areas it considers of primary importance. For the most part, members of the Commission speak as a group in the report, and the recommendations represent consensus agreements which have ranged from remarkable unanimity to clear majorities. Where there have been clear differences and relatively even divisions in voting--they occur almost without exception, and not surprisingly, in the recommendations relating to the presence of men on campus--they are indicated in the text. Furthermore, Commission members were free to append individual statements to the text, and two of them have done so. It is also understood by all members that their individual points of view and opinions about the report and the work of the Commission may be freely discussed.

As we conclude two years of intensive effort, we are particularly aware of the major contributions of time and effort that have been made by a long list of individuals and groups. We wish to express our most heartfelt gratitude to Miss Blair McElroy '55, Executive Director, who has performed with extraordinary professional and personal devotion; to Dr. Scott Cunningham and Dr. Stephen Greyser of the Harvard Business School, our two consultants, who have become very much a part of the Wellesley community during their service to the

Commission; and to Mrs. Christine Riedy, the Commission's able and cooperative secretary.

Mary Ann Dilley Staub '37 (Mrs. E. Norman)
Chairman of the Commission
Trustee

Mary R. Lefkowitz '57 (Mrs. Alan L.)
Vice Chairman of the Commission
Associate Professor of Greek and Latin
Chairman of the Departments of Greek and Latin

Ruth M. Adams
President

Sondra I. Bonadie
Assistant Dean for Academic Counseling

Barbara Johnson Bonnell '52 (Mrs. Robert O., Jr.)
Alumna

Dorothy Dann Collins '42 (Mrs. James M.)
Alumna

Phyllis J. Fleming
Professor of Physics
Dean of the College

Louisa Kasdon
Class of 1972

Joan Lister
Class of 1971

Geneva Overholser
Class of 1970

Samuel Proger, M.D.
Trustee

George Putnam
Trustee

Elizabeth J. Rock
Arthur J. and Nellie Z. Cohen Professor of
Chemistry
Chairman of the Department of Chemistry

Alan H. Schechter
Associate Professor of Political Science
Chairman of the Department of Political Science

Page Talbott
Class of 1972

March 1971

INTRODUCTION

As Wellesley College prepares to enter its second century, it faces a series of important educational questions. There have been changes in the relation of the College to society, in women's education and the position of women in society, and in the financial capabilities of the College as they relate to the demands placed on them. The Commission on the Future of the College was formed to study the implications of such educational questions in the light of these changes and to make recommendations based on its findings.

Changes in Social and Educational Patterns

Widespread changes in the world in the last few decades are reflected in changed social and educational patterns. Vastly expanded means of travel and communication expose people to the entire world and its problems. This telescoping of information and heightening of experience have advanced the level of exposure of students, as have new teaching techniques in the elementary and secondary schools. The learning process has been altered by the shifting, or in some cases the abolition, of traditional divisions of subject matter; by identifying new areas of inquiry; and by enabling the student to proceed at a rate more nearly suited to his own needs. Programs designed to offer a wide variety of educational opportunities have been made available to a greater and more diversified number of students at all levels.

Many institutions of higher education are examining themselves and their offerings in the light of these changes. They are attempting to reach a balance between the traditional curriculum and more experimental approaches to learning. For example, many students have been exposed to a more interdisciplinary approach and have come to prefer it.

Several readily identifiable changes have taken place in patterns of undergraduate education. Because of the advanced preparation offered by many secondary schools and increased flexibility in academic regulations of colleges, students may more nearly govern the length of time it takes them to earn a bachelor's degree. Some may choose to start and finish earlier than is customary. Others may begin, or interrupt and resume, their education at later times in their lives. Hence the traditional age range of undergraduates has expanded in both directions.

Few colleges have remained physically self-contained. Students are rarely required to live on campus the entire time they are in college. Off-campus learning opportunities have multiplied, whether sponsored by an institution itself, by other institutions, or initiated by students acting independently.

Increased opportunity and flexibility in education have resulted in new diversity of age, background, and experience in the student body. Perhaps because students expect collegiate communities to resemble society at large, many of them express a preference for coeducational institutions, with the result that a significant number of men's and women's colleges have begun to admit students of both sexes. In addition, many students today want what they learn to have more easily identifiable meaning for themselves and for society. Within the framework of curricular comprehensiveness and academic validity, colleges are responding more and more to these desires on the part of students.

Given the extent and variety of choice open to students, colleges are in more rigorous competition for students than ever before. Each institution has always attracted or sought students in accordance with its philosophy and capabilities. Colleges have begun to question traditional procedures for identifying "superior" students as they seek a more diversified group of applicants. In addition, colleges frequently give special emphasis to whatever imaginative,

distinctive qualities and offerings they possess. This they do, not simply to enhance their competitive position, but especially to recognize students' greater awareness of changes in contemporary society.

Such changes are taking place at a time of severe financial constraint on institutions and families, when rising costs are accentuated by relatively reduced public and private support. Even high endowment and judicious management do not ensure immunity from financial worry. Institutions of higher education are seeking to maintain the difficult balance between economies and planning for change and growth by re-examining the use of resources and institutional priorities.

Wellesley's Response

Wellesley has witnessed these changes in society and in patterns of undergraduate education. It has already responded in varying degrees through the curriculum and the relation of the College to other institutions and society by making certain changes

Students may now receive the B.A. at an earlier age or in less than four years through early admission and advanced placement, by taking extra courses during the academic year, or through study at other institutions during the summer. Those who wish may take more than four years to earn the degree. Individual majors may be planned under the supervision of two faculty sponsors. All students may vary their educational experience by studying at other institutions here and abroad. The Continuing Education program enables women to return to college and to work at a rate that is compatible with their non-academic responsibilities.

Upperclassmen may now live off campus. Off-campus learning opportunities exist in considerable variety, some of which carry academic credit: study at other institutions; independent study; internships; off-campus programs; volun-

teer service activities, either sponsored or individually undertaken; paid jobs; travel; political activity; artistic projects; and whatever other meaningful pursuits suggest themselves to the creative student.

The student body has grown in diversity as the College has broadened its base of seeking and selecting candidates for admission. Creativity, high potential, and motivation, which exist in all groups of society, can rarely be identified on objective grounds alone. The staff of the Office of Admission travels more widely than ever before in search of a representative group of students who have the capacity and desire to undertake the responsibilities of leadership in society, at every level and in every area. This implies increasingly sensitive evaluation of applicants' credentials and the creation of new ways to evaluate the potential of students who wish to study at Wellesley.

As a result of efforts to diversify the student body, the College has added to available scholarship funds and anticipates the need for additional financial aid in the next few years. It has given particular attention to economic heterogeneity by seeking to meet the needs of students from both low and middle income families.

The Continuing Education program has diversified the ages of students on the campus. The presence of men on campus through the MIT and Twelve College exchanges has given the student body additional diversity and has widened the age range of men in the College community.

Wellesley's attitude toward women has not changed, for it retains a high percentage of women on the faculty and in the administration: probably the highest percentage of any secular college in the country.

Wellesley's Strengths and Educational Goals

Although the College has experienced and responded to elements of change in society and higher education, it possesses certain characteristics that

have not changed:

- a high-quality faculty, student body, and administration
- a relatively small enrollment
- a concentration on undergraduate education, with concern for the individual student
- a commitment to the education of women
- an underlying belief in service to society
- a high level of alumnae interest and support
- financial strength and stability and allocation of a significant portion of resources to faculty salaries and financial aid
- freedom as a privately supported institution to set goals and make decisions
- an advantageous location and physical setting

We believe that Wellesley should continue to strive to fulfill the goals of a liberal arts education by providing the student with the attributes of knowledge, judgment, confidence, self-control, sensitivity, and a continuing ability and desire to learn. For women, there should be certain additional emphases. There must be an opportunity for the student to understand the history of women's role in society and to develop the ability to project her own life patterns in view of changes in the structure of society and in attitudes toward women.

The Commission's Study

In the fall of 1969 the Commission discussed five possible directions for the future of the institution as a whole: (1) to continue with the present curricular pattern and student body; (2) to move toward becoming a public institution within the state system; (3) to transfer to another location in order to affiliate with a men's college, or to establish a coordinate college for men;

(4) to become a coeducational institution in the conventional sense; (5) to develop a flexible, multi-faceted approach to educational change and the composition of the student body within the context of present location and educational framework. It was agreed that the fifth option, more than any of the others, made it possible to keep choices open.

We proceeded to designate the elements of educational change that we wished to investigate. Most of the elements and areas we considered are represented in our recommendations (Sections I-V). There were others, however, which we discarded for various reasons in the course of our study. Four examples follow.

-- We considered the possibility of establishing a coordinate college for men at Wellesley, but found that the cost would be large and that there could be a number of disadvantages stemming from separate facilities and dual faculties.

-- The idea of a special institute on women was examined closely. A subcommittee on the education and needs of women concluded that a formal research organization would not fulfill the needs it was intended to serve, and that the problems of women reflect to a large extent the problems of society, and hence do not constitute an independent discipline. Study of the role of women necessarily includes study of the role of men. A ready means of increasing awareness of women's position in society and their capabilities seemed to be available through increasing the number of courses that deal in large measure with women's problems.

-- We investigated the possibility of special graduate programs. Here we found that most departments at Wellesley prefer to concentrate on undergraduate instruction. Moreover, recent reports of the apparent nationwide surplus of holders of advanced degrees have caused us to recommend further exploration in this area rather than immediate establishment of specific programs.

-- We studied the possibility of developing summer programs to share and

make fuller use of Wellesley's facilities. There seemed to be relatively little interest in such programs within the College community, perhaps because the greater part of people's energies is devoted to the duties of the regular academic year and because of the time needed for large-scale renovation and maintenance projects during the months when the College is largely vacant.

There are areas that the Commission has explicitly not studied because they are the concern of other groups. Two examples are flexibility in grading (see "Note Concerning Evaluative Procedures" in the Johnson-Rock report, Appendix A) and the honors program, which are the purview of the Committee on Curriculum and Instruction.

As our study proceeded and we became more fully informed, we grouped the elements of our investigation into four areas of commitment: quality education for women; flexibility and innovation in the curriculum; creative change in the College community; and programs that include men on campus.

We have formulated a philosophy for Wellesley's future that is based on these commitments. We believe that Wellesley should go forward as a strong liberal arts college, with enduring concern for the education of women in order to continue to prepare young women realistically for life and active service in a society that looks and calls for leadership. Second is the continuing need for an educational program that adapts with imagination and flexibility to the present and anticipates the future, in terms both of students' current interests and the potential value of their education in later years. We believe that the College would have a stronger educational program if it educates both men and women, but that this can and should be done in a way differing from what is commonly viewed as traditional coeducation. We would hope that women and men can be educated together in such a way that each will come to respect the other's distinctive and individual capabilities, that women's capacities for competence

and leadership can be recognized, and that students can be prepared to live in a society in which there is equality of opportunity for women and men.

With this as our philosophy for the future of Wellesley College, we offer our recommendations, which are listed below.

Recommendations

I. The Educational Program

A. Programs

1. Freshman and Sophomore Programs (page 18)

-- That research on new educational patterns for the freshman and sophomore years be initiated in 1972-73. Among possibilities to be considered would be the proposals outlined in the Johnson-Rock report and others that might be developed, with implementation of programs possibly in 1973-74.

-- That this research be undertaken by the Office of Educational Research (see I.B.1) and the Committee on Educational Research and Development (see I.B.2)

2. Suburban-Regional Studies (page 19)

-- That a program of Suburban-Regional Studies be developed during 1971-72 for possible implementation in 1972-73

-- That a Coordinator of Suburban-Regional Studies be appointed to develop the program (see I.B.3)

-- That a small number of grants be awarded to visiting scholars and resource persons from the community under the Suburban-Regional Studies program (Note: While we find merit in such grants, we assign them low financial priority.)

a. Child Care (page 21)

-- That a survey of the College and town be conducted in 1971-72 to

determine the need, feasibility, and financial consequences of a child care center at the College

-- That this survey be carried out under the direction of the Coordinator of Suburban-Regional Studies (see I.B.3)

-- Note: While the results of the survey and the development of the Suburban-Regional Studies program might indicate the need for establishing a child care center, it is generally agreed by the Commission that such a facility would have to be a self-supporting operation.

3. Foreign Study (page 22)

-- That an Exchange Coordinator be appointed (see I.B.4) to assume responsibility for identifying and increasing opportunities for foreign study in cooperation with students, faculty, departments at Wellesley, and with other institutions in this country and abroad

-- Note: While we find merit in making financial aid available for foreign study, we assign it low financial priority.

4. Independent Field Work for Credit (page 23)

-- That exploration of opportunities, criteria, and conditions for independent field work for credit be referred to the Committee on Curriculum and Instruction

5. Advanced Study (page 24)

-- That programs of advanced study be investigated, starting in 1973-74

-- That this investigation be undertaken by the Office of Educational Research (see I.B.1) and the Committee on Educational Research and Development (see I.B.2)

6. Cultural Perspectives in the Curriculum (page 24)

-- That special courses on women and on race in addition to those now being offered be developed for inclusion in the curriculum as soon as possible

-- That a special staff member in the Office of Educational Research assist faculty members in the development of such courses (see I.B.1.a)

7. Time Required for the Degree (page 25)

-- That present legislation be changed to state that the normal time for earning the B.A. is three to five years

B. Agencies

1. Office of Educational Research (page 27)

-- That an Office of Educational Research be established at the earliest possible time

-- That planning and implementation of the programs recommended above be the immediate responsibility of the Office of Educational Research and the Committee on Educational Research and Development (see I.B.2)

a. Special Staff in the Office of Educational Research (page 27)

-- That provision be made for retaining special staff members in the Office of Educational Research, as needed

2. Committee on Educational Research and Development (page 28)

-- That a Committee on Educational Research and Development be established at the earliest possible time

-- That planning and implementation of the programs recommended above be the immediate responsibility of the Committee on Educational Research and Development and the Office of Educational Research (see I.B.1)

3. Coordinator of Suburban-Regional Studies (page 29)

-- That the position of Coordinator of Suburban-Regional Studies be defined, and that a coordinator be appointed for 1971-72

4. Exchange Coordinator (page 29)

-- That an Exchange Coordinator be appointed for 1971-72, to assume responsibility for exchange programs and foreign study

C. Related Recommendations in Other Sections (page 30)

1. Increased Faculty (see V.A.1)
2. Exchange Programs (see V.A.4, 6-7)
3. New Residence Facilities (see V.A.5)

II. The Education of Women

A. Faculty and Administration

1. Faculty (page 32)

-- That the present high ratio (approximately 1:1) of women to men on the faculty be maintained

2. Administration (page 32)

-- That women continue to hold a substantial number of the most important policy-making positions and offices in the College, and that at least one of the three principal administrators (however these are defined) be a woman

B. Recognition of Variety in Women's Life Styles

1. Part-time Faculty Appointments (page 32)

-- That departmental committees consider the possibility of making holders of part-time faculty appointments eligible for long-term contracts and professorial rank

2. Nepotism (page 33)

-- That the Committee on Faculty Appointments re-examine present legislation concerning nepotism

3. Students and Alumnae (page 34)

-- That present opportunities for students to meet alumnae who represent diverse life styles be increased

4. Continuing Education (page 34)

-- That the Continuing Education Program be expanded

-- That financial aid be awarded to students who demonstrate financial need (Note: While we find merit in awarding such aid, we assign it low financial priority.)

C. Related Recommendations in Other Sections (page 35)

1. Suburban-Regional Studies (see I.A.2)

2. Child Care (see I.A.2.a)

3. Courses on Women (see I.A.6)

4. Three- to Five-Year B.A. (see I.A.7)

5. Counseling (see IV)

6. Men as Students (see V.A.1)

7. Composition of the Student Body (see V.A.3 and 4)

III. Minorities

A. The Curriculum

1. Cultural Perspectives in the Curriculum (page 37)

-- That one member of the special staff in the Office of Educational Research (see I.B.1.a) assist the faculty in incorporating cultural and ethnic differences into present courses and in developing special courses on race (see I.A.6)

B. The College Community

1. Faculty (page 38)

-- That current efforts to increase the proportion of members of the non-white community on the faculty be vigorously pursued

2. Students (page 38)

-- That active recruitment of non-white and other minority students be continued

3. Transportation (page 38)

-- That investigation be made of the need, feasibility, and financial consequences of extending existing bus transportation facilities to include surrounding non-white communities

-- Note: Depending on the results of this investigation, transportation links might be established. We do, however, assign such a project low financial priority

4. Equal Employment Opportunities Officer (page 39)

-- That a person be designated as an Equal Employment Opportunities Officer for recruiting staff other than faculty (see Appendix F for possible program activities)

5. Graduate Fellowships (page 39)

-- That special graduate fellowships be awarded to non-white Wellesley students

-- Note: While we find merit in awarding such fellowships, we assign them low financial priority

C. Related Recommendations in Other Sections (page 39)

1. Suburban-Regional Studies (see I.A.2)
2. Foreign Study (see I.A.3)
3. Independent Field Work (see I.A.4)
4. Courses on Women (see I.A.6)
5. Counseling (see IV)
6. Exchange Programs (see V.A.4, 6-7)

IV. Counseling
(page 41)

-- That further research on counseling be undertaken as soon as possible in order to develop plans by September 1971 for academic and personal counseling programs suitable to the increasing variety of counseling needs of the entire campus community

V. Composition of the Student Body

A. Size and Men

1. Increased Size (page 47)

-- That the size of the College increase from 1750 to 2000 students taking courses on the campus, with the possibility of up to 250 additional students away from the campus in a given year

2. Number of Women (page 48)

-- That every effort be made to maintain the number of women educated by Wellesley--1750--either as degree candidates or as exchange students

-- Note: See, however, recommendation 4, below.

3. Ratio of Women to Men (page 48)

-- That a conscious effort be made to arrive as quickly as possible

at a campus-based population of approximately 1500 women and 500 men. We recognize the experimental nature of the program proposed here and the constant need for evaluating such an experiment.

4. Women on Exchange and Size (page 49)

-- That the number of women on the campus be reduced to 1500 by encouraging up to 250 Wellesley women to attend another institution on exchange or to take a leave of absence in a given year

5. Residence Facilities (page 49)

-- That plans be made for construction of residence facilities designed to accommodate up to 250 additional students

6. Dartmouth Exchange (page 50)

-- That the Dartmouth-Wellesley exchange be initiated as soon as possible

7. MIT Exchange (page 51)

-- That every effort be made to continue to MIT exchange, which has extended diversity of educational experience and environment for students of both institutions

8. Degrees for Men (page 51)

-- That immediate steps be taken for the College to acquire the legal capacity to grant degrees to men (votes: 9 in favor, 4 opposed)

9. Admission of Male Transfer Students (page 51)

-- That men be considered for admission to Wellesley as degree candidates (a) after having been exchange students who then apply for transfer to Wellesley, or (b) as transfer students who have completed two years at another institution

-- That the quality of the student body be maintained in accepting men, and that there be no discrimination in favor of male candidates for admission

10. Nature of the Experiment (page 52)

-- That the proposed composition of the student body be considered to be in an experimental stage

B. Diversity (page 52)

-- That efforts be continued to increase the diversity of the student body to the greatest extent possible within the limits of financial resources, the size of the College, and qualifications for admission. A diverse student body must include students from families of moderate means, for whom financial aid should continue to be assured

C. Related Recommendations in Other Sections (page 52)

1. Educational Programs (see I.A.1-2, 6)
2. Freshman and Sophomore Programs (see I.A.1)
3. Suburban-Regional Studies (see I.A.2)
4. Continuing Education (see II.B.4)
5. Counseling (see IV)
6. Living Patterns (see IV)

Parts I-V, outlined above, contain the Commission's recommendations. Tables I-IV give annotated estimates of annual and capital costs of the programs that are recommended. Appendices A-L are the background studies done at the request of the Commission. Appendix M contains summaries of results of the questionnaires sent to students, faculty and administration, and alumnae.

I. THE EDUCATIONAL PROGRAM

The educational program is by definition the principal concern of Wellesley College. The purpose of a liberal education is, through a continuous process of learning, to expand and discipline the mind, giving it better perspective, increased understanding and judgment, and a power of clarity of expression. Such a mind becomes a fitting instrument for the realization of man's active and abiding concern for the betterment of the human condition. The quality and effectiveness of undergraduate liberal arts education depends on three coexisting elements: (1) a strong curriculum and high academic standards; (2) continuous reassessment of and change in curricular offerings; and (3) experimentation with new approaches to learning.

Change in the curriculum has taken place at regular intervals since the founding of the College. Today, Wellesley must seek a thoughtful balance between the traditional curriculum and patterns of study, which offer many vital ingredients of a sound education, and more experimental, interdisciplinary approaches to learning, which offer new and stimulating possibilities for preparing students to confront the problems they will encounter in the future.

In their report on educational programs (Appendix A), Mr. Johnson and Miss Rock propose reform and innovation within the present structure of departments and course offerings:

First, we acknowledge the excellent quality of Wellesley's present educational program. As members of the faculty, we are participants in a learning venture which we continue to find intellectually rewarding. We have also learned that a majority of our present students and former students have a high evaluation of their educational experience at Wellesley. Therefore none of our proposals is designed to abolish or replace the basic structure of a Wellesley education: the liberal arts curriculum and its courses; the academic disciplines, their departments and majors.

Second, while recognizing the quality of Wellesley's present education, we propose to take certain steps now to prepare for quality education in the future . . . We therefore propose to establish agencies for limited educational innovation and evaluation within the Wellesley program of education . . . to facilitate change in a gradual and orderly manner, commensurate with the experience and knowledge developed on our own campus.

The Commission's goals are the reaffirmation of Wellesley's traditional purpose of a high-quality liberal arts education and the addition of new programs explicitly designed to meet the changing expectations of students and the changing cultural context in which education now occurs, with these programs being under continuous evaluation and assessment. In order to ensure a strong liberal arts program, we believe that agencies should be established to provide creative change in educational programs and the curriculum. The recommendations that follow are concerned with new programs and agencies for assessment and change.

A. Programs

1. Freshman and Sophomore Programs

-- That research on new educational patterns for the freshman and sophomore years be initiated in 1972-73. Among possibilities to be considered would be the proposals outlined in the Johnson-Rock report and others that might be developed, with implementation of programs possibly in 1973-74.

-- That this research be undertaken by the Office of Educational Research (see I.B.1) and the Committee on Educational Research and Development (see I.B.2)

A principal concern of the proposal of Mr. Johnson and Miss Rock (Appendix A) is the experience of students during their first two years of college, which many of today's students frequently find repetitive of their high school experience both in method and in subject matter. Instead, the first two years of

college should reflect and enhance significant innovations that are taking place in the secondary schools. Two alternative patterns in addition to the present system of departmental studies have been proposed in the Johnson-Rock report: one that would give freshmen and sophomores the opportunity to participate in a non-structured program, and another that would concentrate on an integrative, or interdisciplinary, approach to learning. We believe that the Johnson-Rock proposals and other alternatives to the present pattern of instruction during the first two years require serious consideration.

2. Suburban-Regional Studies

-- That a program of Suburban-Regional Studies be developed during 1971-72 for possible implementation in 1972-73

-- That a Coordinator of Suburban-Regional Studies be appointed to develop the program (see I.B.3)

-- That a small number of grants be awarded to visiting scholars and resource persons from the community under the Suburban-Regional Studies program (Note: While we find merit in such grants, we assign them low financial priority.)

Most if not all regional studies programs, in dealing with the United States, focus exclusively on urban or urban-metropolitan studies. The original proposal for the East Boston-Wellesley (EB-WELL) program, an urban studies project, included the area of suburban studies. This concept has been developed more fully in the report on Suburban-Regional Studies (Appendix B) by Mr. Katz and Mrs. Robinson:

We see around us a deepening and expanding environmental crisis: pollution, ecological imbalance, physical decay, and social disruption of our communities represent just a few of the serious problems we face. Thus it is natural that there

has been an upsurge of interest in the environmental and urban areas recently. However, as of 1970 the nation's suburbs, with over 71 million people, have become the largest sector of the population, exceeding for the first time both the central cities (59 million) and all the rest of the country outside metropolitan areas (71 million). Suburbs, through their numbers, wealth, and political power, hold one of the keys to the solution (or non-solution) of the problems mentioned above. A program focusing on suburban-regional studies could deepen our understanding of these problems and perhaps contribute in some measure toward their solution.

The success of a Suburban-Regional Studies program would depend on its form and direction, and particularly on whether a symbiotic relationship could be developed between the present institutional structure (the academic departments) and the program. The program could fulfill the type of role that is inhibited by the normal academic divisions, that is, it could generate interdisciplinary interactions over a broad range of significant issues. The program . . . would provide an opportunity for students, faculty members, and community people with diverse interests and different perspectives to be drawn together to discuss and analyze problems which are broad in scope and of common concern.

The suburban setting of the College makes it uniquely suited for a program of Suburban-Regional Studies, as does the socioeconomic and ethnic diversity of the surrounding communities. The program could act as a mechanism for the growth and development of the interdisciplinary perspective within the College and allow new educational methods and approaches to evolve.¹ A center, perhaps housed in a small building on or near the campus, with a director and affiliated staff, could provide more effective coordination for newly developed courses and programs than would be possible by means of a conventional interdisciplinary major.

The program would utilize Wellesley's suburban location and the surrounding region for research, field work, and community service. Environmental studies and courses would form a significant portion of the program. Through this effort,

¹Of those responding to the Commission's questionnaires, 61% of students, 60% of faculty, and 57% of alumnae supported ("highly desirable" or "somewhat desirable") the establishment of interdisciplinary "institutes" treating issues and problems of special interest.

a cooperative relationship might be formed between the College, the town of Wellesley, and surrounding communities in which each could benefit from the others' contributions and experience. Resource persons could be invited to come to the campus in professional or non-professional capacities to participate in research projects and share their findings with the College and the community. Grants could be awarded to them, when feasible.

Suburban-Regional Studies would be a distinctively appropriate activity for the College and would add a new dimension to the study of American society. Providing training for effective community service is an important way in which the College could better serve all its graduates. The idea of preparing college-educated men and women for work (paid and volunteer) that will be demanded of them by their communities and their governments has received relatively little attention in educational planning, although the social potential of such work is incalculably great. Moreover, practical acquaintance with existing community services would serve as a valuable supplement to the theoretical, analytical, and historical information provided by courses in the social sciences. Suburban-Regional Studies, with increased opportunity for volunteer work in Wellesley and other towns, could serve a particularly valuable function, since it would enable students to examine objectively the type of community from which many of them come and to which many of them will ultimately return.

a. Child Care

-- That a survey of the College and town be conducted in 1971-72 to determine the need, feasibility, and financial consequences of a child care center at the College

-- That this survey be carried out under the direction of the Coordinator of Suburban-Regional Studies (see I.B.3)

Note: While the results of the survey and the development of the Suburban-Regional Studies program might indicate the need for establishing a child care center, it is generally agreed by the Commission that such a facility would have to be a self-supporting operation.

As Mrs. McLaughlin indicates in her report on day care (Appendix C), a child care facility could perform a significant service within the College and for the town of Wellesley. It might initially have one of two relationships to the town. It could begin as a wholly joint venture, with equal numbers of places reserved for townspeople and for the College community (including students in the Continuing Education program, staff, married students, faculty, and administration). On the other hand, the need on the campus alone might fill all available places, especially if Continuing Education is expanded and diversified. Such a child care facility could be regarded as a pilot project that could move into some kind of relationship with town efforts in the child care area after several years of successful operation.

3. Foreign Study

-- That an Exchange Coordinator be appointed (see I.B.4) to assume responsibility for identifying and increasing opportunities for foreign study in cooperation with students, faculty, departments at Wellesley, and with other institutions in this country and abroad.

-- Note: While we find merit in making financial aid available for foreign study, we assign it low financial priority.

As Mr. Kurtz indicates in his report (Appendix D), foreign study is important to the student in that it provides greater flexibility and variety of educational opportunity and experience with other cultures and languages.

It is important to the College because it enlarges and adds further diversity to its curricular offerings.

Opportunities for foreign study are numerous, but they vary widely in quality and purpose, and hence need careful study by faculty and students to ascertain their value. More systematic gathering of information is needed not only to afford students a wider range of choices but also to lend greater institutional support to foreign study as a valid and desirable option. As Mr. Kurtz explains:

There are important limitations to Wellesley's commitment to foreign study, at least over the next five to ten years. I think that at this point, Wellesley's energies and resources should be mainly turned to academic life on campus. Foreign study programs do not necessarily drain the resources of the College. They can be operated without financial loss, and they can, if anything, invigorate an academic department. But much of the resulting intellectual excitement takes place away from campus, and at least some of the energy of the faculty and administration is diverted from the important business of renewing the vitality of the College curriculum. For this reason, I would be dubious about proposals for foreign study on any scale as large as that of the Tufts programs in various countries or of the Dartmouth foreign language and foreign study programs.

Nevertheless, I think that Wellesley should be receptive to proposals for foreign study programs, particularly those which significantly expand the College curriculum and those which can be operated in cooperation with other colleges. I think the Wellesley faculty can establish connections with academic departments at foreign universities, to facilitate student exchanges and admission of Wellesley students into foreign universities. And I think that by improving our methods of advising students about available programs of foreign study, we can freely encourage students to study abroad on programs operated by other colleges and on individual, independent study programs undertaken by students while enrolled in foreign universities.

If financial aid for foreign study were available, a greater number of students could have access to this option.

4. Independent Field Work for Credit

-- That exploration of opportunities, criteria, and conditions for independent field work for credit be referred to the Committee on Curriculum and Instruction

Wellesley presently offers opportunities for off-campus learning, whether for academic credit or not, through the Washington Internships, the East Boston-Wellesley program, and through certain courses. However, these opportunities are available only to a small number of students. A regular program would allow students to present plans for independent field work which, if approved, would be carried out under faculty supervision and would be given academic credit.²

Note: Programs 2-4 above most closely relate to the experimental pattern proposed for the composition of the student body (see V.A.1-10). We therefore assign higher chronological priority to these programs than to freshman and sophomore programs (see I.A.1) or to advanced study (see I.A.5).

5. Advanced Study

-- That programs of advanced study be investigated, starting in 1973-74

-- That this investigation be undertaken by the Office of Educational Research (see I.B.1) and the Committee on Educational Research and Development (see I.B.2)

Programs of advanced study during the last years at Wellesley could include special honors programs, profession-oriented programs, or the first year of professional school and, for students who complete the requirements for the B.A. within three years, advanced degree programs.

6. Cultural Perspectives in the Curriculum

-- That special courses on women and on race in addition to those now being offered be developed for inclusion in the curriculum as soon as possible

²In the Commission's questionnaires, 62% of the students and 34% of the faculty who responded said that greater opportunities for independent work would be a major improvement in education at Wellesley.

-- That a special staff member in the Office of Educational Research assist faculty members in the development of such courses (see I.B.1.a)

The educational program of the College should have as one of its primary goals a curriculum that has the greatest possible pertinence for all members of the community. This implies an educational approach that would infuse into all areas of the curriculum diverse cultural perspectives to account for the wide variety of human history, experience, behavior, and values.

Special emphasis is needed, beyond what is presently being offered in courses, in two areas in the next decade: women and race. Courses on women might focus on the history and contributions of women, giving particular attention to the variety of women's life styles in contemporary society. Courses on race should emphasize the history, contributions, and present status of non-white cultures.

7. Time Required for the Degree

-- That present legislation be changed to state that the normal time for earning the B.A. is three to five years

At present, a student must make a special appeal to receive the B.A. in three or in five years. If existing legislation were changed to state that the normal time for earning the degree was three to five years,³ this would provide administrative encouragement for students who elect to complete their degree requirements in fewer than the usual four years. Similarly, extension of the usual time to five years would accommodate students who wish to take fewer courses per semester in order to work more intensively as well as those

³The Commission's questionnaires revealed that 51% of students, 57% of faculty, and 34% of alumnae respondents thought that it would be "highly desirable" or "somewhat desirable" to have the normal time for earning the B.A. be three to five years.

who feel that a year away from Wellesley to work or to travel is requisite to their intellectual development and maturity.

The Commission is aware of the possible implications of such extensions for financial aid, and urges the appropriate administrative bodies of the College to make clear the guidelines for the extent and nature of support for students who wish to remain for more than four years. To make the educational program of the College more flexible in this way would accommodate the varying patterns of students', and particularly women students', lives.

B. Agencies

For educational programs to develop and curricular change to occur in an orderly manner, they must be preceded by careful study and planning, which is here termed educational research and development. Educational research begins with an identification of strengths and perceived needs of the present program, with study of other institutions and their programs, and proceeds to consider what might be the value and desirability of innovative or experimental changes in programs and the curriculum.

Departments concern themselves constantly with curricular planning and play a significant role in curricular change and development. There is, however, a need for even wider perspective, more time than academic departments now have, and special resources for educational planning and research at Wellesley. Such an approach to planning would range more broadly over the entire field of higher education and more closely coordinate the resources, human and financial, of the institution itself.

In order to implement the programs recommended above and to develop further opportunities for interdisciplinary and independent studies, we recommend that certain agencies, as part of the office of the Dean of the College, be established to assist the faculty in its planning, to conduct educational research

over a wide range of considerations for an extended period of time, and to coordinate programs and to provide a means for continuing assessment of such programs.

1. Office of Educational Research

-- That an Office of Educational Research be established at the earliest possible time

-- That planning and implementation of the programs recommended above be the immediate responsibility of the Office of Educational Research and the Committee on Educational Research and Development (see I.B.2)

The primary purpose of an Office of Educational Research would be to conduct research in the field of higher education and on the development of educational programs and the curriculum. Headed by a Director of Educational Research, the office would assume the research and development functions of the office of the Dean of the College, who would retain ultimate responsibility for implementation and administration of programs.

The director would work with academic departments and other offices in the College to develop special educational programs, which he would administer and for which he would develop evaluation procedures. His duties would also include overseeing interdepartmental programs. A detailed description of the director's position is given in Appendix A, and other staff positions are described below (see I.B.1.a and 3)

a. Special Staff in the Office of Educational Research

-- That provision be made for retaining special staff members in the Office of Educational Research, as needed

Special staff members in the Office of Educational Research would be

retained, as needed, to assist faculty members in developing an interdisciplinary approach to programs and to assist in adding diverse cultural perspectives to the entire curriculum. The first cultural perspectives to be examined would be those of women and of minority groups in contemporary society (see I.A.6). As is noted below (I.B.3), the Coordinator of Suburban-Regional Studies might start out as a member of this special staff.

The special staff is conceived as a flexible group, probably consisting of two people at any given time, who would serve as full- or part-time staff or consultants and be selected in accordance with present program needs.

2. Committee on Educational Research and Development

-- That a Committee on Educational Research and Development be established at the earliest possible time

-- That planning and implementation of the programs recommended above be the immediate responsibility of the Committee on Educational Research and Development and the Office of Educational Research (see I.B.1)

A Committee on Educational Research and Development chaired by the Director of Educational Research and composed of five faculty members, three students, and the Director of Educational Research would gather information about research and new programs in higher education, receive and consider program proposals, examine questions of long-range educational policy, develop pilot projects, and evaluate special educational programs. In receiving proposals from faculty and students, the committee would serve as a liaison between the College community and Academic Council, to which it would recommend educational programs and policies. Because one of the committee's principal concerns is examination of educational policy, we propose that it replace and assume the functions of the

present Committee on Educational Policy. A detailed description of the committee is given in Appendix A.

3. Coordinator of Suburban-Regional Studies

-- That the position of Coordinator of Suburban-Regional Studies be defined, and that a coordinator be appointed for 1971-72

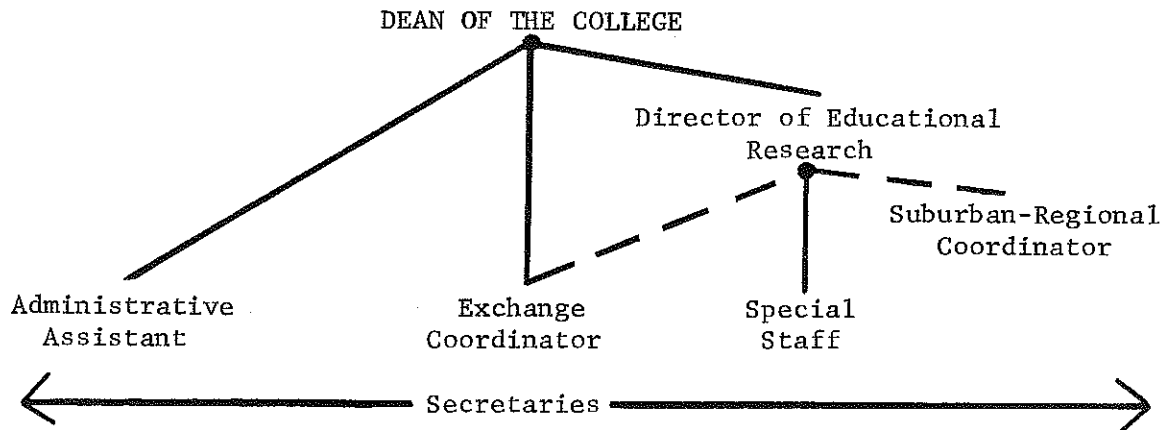
Initial development of the Suburban-Regional Studies program (see I.A.2) and writing a job description for a program coordinator would be undertaken by the Director of Educational Research and the Committee on Educational Research and Development. The coordinator might be a member of the special staff of the Office of Educational Research (see I.B.1.a) during the first year, when he would continue to explore and develop the Suburban-Regional Studies program and direct a child care survey (see I.A.2.a). The coordinator and his staff would assume responsibility for implementation and further development of the program. Suburban-Regional Studies might attain a status similar to that of a department, with the coordinator administering the program under the office of the Dean of the College.

4. Exchange Coordinator

-- That an Exchange Coordinator be appointed for 1971-72, to assume responsibility for exchange programs and foreign study

At present, administration and advising for the MIT and Twelve College exchanges, the proposed Dartmouth exchange (see V.A.6), foreign study, and for exchange students at Wellesley are divided among several offices. Responsibility for these programs and functions should be assumed by one office, under the supervision of an Exchange Coordinator, who would work in cooperation with the offices of the Dean of the College, Educational Research, and the departments.

The following diagram shows the proposed structure of the office of the Dean of the College.



C. Related Recommendations in Other Sections

1. Increased Faculty. An increase in the size of the faculty (which is related to an increase in the student body) would provide the opportunity to introduce new programs without affecting existing departmental structures (see V.A.1).

2. Exchange Programs. Exchanges have proved to be an important element of diversity in the educational experience of students who have participated in them. The proposed Dartmouth exchange would provide special opportunities for departmental and institutional cooperation and faculty exchange in addition to its benefits to students (see V.A.4, 6-7).

3. New Residence Facilities. New residence facilities could be designed so as to accommodate new educational patterns such as those discussed in the Johnson-Rock report (see V.A.5)

Tables I-IV give estimated costs for programs described in this section.

II. THE EDUCATION OF WOMEN

Wellesley College was founded for the purpose of providing for women a liberal arts education of the same high standard as that offered at the best colleges for men in the latter part of the nineteenth century. In his "Sermon on the Spirit of the College" in 1890, Henry Fowle Durant defined higher education as "the supreme development and unfolding of every power and faculty." His goal was to provide women with intellectual and personal self-assurance, to inculcate in them the social consciousness, integrity, and courage that are the spirit of service to others. Of the education of women he said:

The Wellesley College plan of education . . . asks the co-operation of teachers and students in that revolt which is the real meaning of the Higher Education of Women. We revolt against the slavery in which women are held by the customs of society . . . the subordinate position, the helpless dependence, the dishonesties and shams of so-called education. The Higher Education of Women is one of the great world battle-cries for freedom; for right against might. It is the cry of the oppressed slave. It is the assertion of absolute equality.

The success of Mr. Durant's endeavor may be measured by the opportunities for leadership that Wellesley has provided for its students and for members of its faculty and administration, a majority of whom have always been women. The faculty takes seriously the intellectual development and attainments of women. Prime evidence of the quality of instruction and respect for women's capabilities is found in the achievements of the alumnae and their concern for the College.

In reaffirming the College's continuing commitment to the education of women, our goal is to create an academic community in which there is equality of opportunity for women and men to share positions of leadership and responsibility. Our hope is that such equality might directly benefit those within the community and, by their example, society at large. Because current evidence

indicates that opportunities for women are still limited in most institutions of higher education,¹ present opportunities for women should be maintained in all sectors of the College. The recommendations that follow are concerned with women of all ages.

A. Faculty and Administration

1. Faculty

-- That the present high ratio (approximately 1:1) of women to men on the faculty be maintained²

2. Administration

-- That women continue to hold a substantial number of the most important policy-making positions and offices in the College, and that at least one of the three principal administrators (however these are defined) be a woman

B. Recognition of Variety in Women's Life Styles

1. Part-time Faculty Appointments

-- That departmental committees consider the possibility of making holders of part-time faculty appointments eligible for long-term contracts and professorial rank

¹See Ruth M. Oltman, "Campus 1970: Where Do Women Stand?" AAUW Journal, November 1970, pp. 14-15. In a sample of 376 coeducational schools and 59 women's schools, 34 of the former report that there are no women chairmen of departments in fields traditionally considered women's: nursing, languages, education, and the like. Women in high administrative posts are claimed by 92% of the coeducational schools, but Dr. Oltman says that they are "seldom employed in positions involving critical decision-making and are not actively recruited at higher levels." Women students usually hold non-elective posts in student activities, such as editor of the yearbook or literary magazine, or as chairman of freshman orientation, and are more likely to serve as secretary or treasurer of student and class government. There are proportionately fewer women on student-staff committees as well.

²As Mrs. Lefkowitz says in her report on the education and needs of women (Appendix E), "The high percentage of women on the faculty and administration at Wellesley is particularly commendable . . . Of the 1970-71 officers of

As Mrs. Lefkowitz indicates in her report on the education and needs of women (Appendix E),

Part-time appointments are available for visiting professors, and for instructors or lecturers, but there is no existing policy for awarding long-term contracts or professorial rank to deserving instructors who can continue only on a part-time basis. The principal arguments against regularized part-time appointments have been concerned with distribution of administrative work, since part-time instructors are not asked to serve on committees and do not always participate in department functions. However, clear stipulation that long-range part-time appointments involved service on Departmental Committee A, supervision of 350 and 370 projects, and in the case of half-time or more, eligibility for nomination to certain faculty committees, would prevent overburdening of the full-time faculty. Regularized part-time appointments would be of particular (but not exclusive) assistance to women with very young children.

2. Nepotism

-- That the Committee on Faculty Appointments re-examine present legislation concerning nepotism

Present legislation (Articles of Government, Book I, Article IX, Section 1.c) states that husband and wife may not be appointed to full- or part-time positions in the same department. In the event that two persons in a department marry, the person who is junior in rank or in service within an equal rank must ordinarily withdraw at the end of that academic year or, in exceptional cases, at the end of the next academic year.

Mrs. Lefkowitz says (Appendix E) that nepotism rules in many institutions

instruction, 55% are women, in contrast to 36% at Smith or 43% at Bryn Mawr in 1969-70, not to mention the notoriously low percentages at coeducational schools like Harvard (13.5%, with almost all in the junior ranks), Stanford (5%), Chicago (7%), or even Swarthmore (19%). The high percentage of women on Wellesley's senior faculty (58% as compared with Smith's 28%, Bryn Mawr's 29%, Harvard's 0.42%, and Swarthmore's 7%) provides the strongest evidence of a consistent effort to avoid the discrimination practiced in the larger society and even at other women's colleges."

result in the dismissal or non-appointment of women who marry people in their own field. She suggests that "diversity in departmental control might be served as effectively by restricting membership on those committees that make recommendations on appointments to one member of any given family."

3. Students and Alumnae

-- That present opportunities for students to meet alumnae who represent diverse life styles be increased

An intensified program to bring alumnae to the campus would make it possible for more students to talk with women in a variety of fields. A system of informal internships with alumnae in other areas of the country would be another significant way in which to acquaint students with diversity in women's opportunities and life styles.

4. Continuing Education

-- That the Continuing Education program be expanded

-- That financial aid be awarded to students who demonstrate financial need (Note: While we find merit in awarding such aid, we assign it low financial priority.)

The Continuing Education program provides an important service in permitting women to combine study on a part- or full-time basis with family and vocational responsibilities. In so doing, the program recognizes and supports varying life styles. It enables women to resume undergraduate study after an interruption of college work, to prepare for graduate study, or to explore a new field. Because most Continuing Education students are somewhat older, their varied experience and points of view can serve as examples for undergraduates and enrich classroom discussion for students and instructors.

Awarding financial aid to Continuing Education students who demonstrate financial need would ensure greater diversity in students' backgrounds and encourage more people to apply.³

C. Related Recommendations in Other Sections

1. Suburban-Regional Studies. Such a program would be of particular significance to women, many of whom have spent and will spend much of their lives in suburbs (see I.A.2).

2. Child Care. A child care facility would provide a means and example for women students and faculty to combine study and career with marriage (see I.A.2.a).⁴

3. Courses on Women. Additional courses focusing on women would increase awareness of the role of women in the past, present, and future, as would inclusion of material concerning social forces affecting women and women as a topic of research in courses presently being offered (see I.A.6).⁵

³On the basis of present enrollment in the program, it is estimated that about 20% of the students would require such aid. In later years, the availability of financial aid would probably increase the number of qualified applicants. See Appendix E.

⁴When asked about child care in the Commission's questionnaires, faculty and alumnae who either favored or were neutral about it replied as follows:

	<u>Highly desirable</u>	<u>Somewhat desirable</u>	<u>Neither desirable nor undesirable</u>
<u>Faculty responses</u>			
For faculty children	37%	19%	21%
For children of married students	41	22	16
<u>Alumnae responses</u>			
For faculty children	24	32	21
For children of married students	25	31	17

⁵In the Commission's questionnaires, students and faculty were asked about the role of women as a subject of whole courses or within courses and as a topic for research. Respondents who felt that such study was "essential," "very important," or "somewhat important" answered as follows:

4. Three- to Five-Year B.A. Being able to complete requirements for the B.A. over a period of three to five years would better suit the varied patterns of women's lives (see I.A.7).

5. Counseling. Improvements in the counseling program would help women students to meet and deal realistically with the ever-increasing number of options in their educational and life patterns (see IV).

6. Men as Students. Men who study with women would have an opportunity to gain a more realistic appreciation of women's intellectual and vocational capabilities (see V.A.1).

7. Composition of the Student Body. The proposal to admit a limited number of men as degree candidates only after having completed two years of study is intended to enable the College to continue to pay special attention to the concerns of women, particularly in their first two years. To continue to educate the same number of women as at present would maintain opportunities for women at Wellesley (see V.A.3 and 4).

Tables I-IV give estimated costs for programs described in this section.

	Students			Faculty		
	<u>Esstl</u>	<u>Very impt</u>	<u>Smwht impt</u>	<u>Esstl</u>	<u>Very impt</u>	<u>Smwht impt</u>
<u>Vehicle for study of role of women</u>						
Curriculum						
Whole courses	18%	23%	31%	9%	21%	24%
Within courses	19	27	32	14	17	32
As a subject of research	22	28	33	16	33	28

III. MINORITIES

We believe that achievement of a diversified student body, faculty, and staff cannot occur in an atmosphere that does not recognize a wide range of differences of outlook, background, and values. Even though prejudice of all kinds--ethnic, racial, religious--persists, the educated person should be expected to have eliminated this form of unreason through his experience with and understanding of those who differ from him. The proper educational climate must therefore provide an experience that affords genuine encounter and understanding among all who participate.

Our goal is greater variety of cultural perspectives at Wellesley College. Our recommendations are concerned with the educational program and with the members of the College community.

A. The Curriculum

1. Cultural Perspectives in the Curriculum

-- That one member of the special staff in the Office of Educational Research (see I.B.1.a) assist the faculty in incorporating cultural and ethnic differences into present courses and in developing special courses on race (see I.A.6)

In her report on minority groups at Wellesley College (Appendix F), Miss Bonadie states that courses such as those in black studies represent additions to rather than substantive changes in the curriculum. She recommends

the pervasive inclusion of racial and cultural differences within [present] course structures . . . to give the student--all students, black/brown and white--an honest exposure to a society composed of individuals and groups from widely different backgrounds and cultures . . . Massive infusions of new materials and experiences reflective of the wide

variety of human behavior, conditions, contributions and values must be made in order to meet the needs of the student community.

The special staff member in the Office of Educational Research might, in addition to his curricular responsibilities, periodically examine the composition of the teaching staff of the College and make recommendations to the office of the President based on his findings.

B. The College Community

In her report Miss Bonadie says that "the first and most obvious procedure [for having racial and cultural diversity] is one of achieving high visibility of [non-white] people on Wellesley's campus--throughout the administration, throughout the student body, throughout the faculty, and clerical and supportive staff."

1. Faculty

-- That current efforts to increase the proportion of members of the non-white community on the faculty be vigorously pursued

2. Students

-- That active recruitment of non-white and other minority students be continued

3. Transportation

-- That investigation be made of the need, feasibility, and financial consequences of extending existing bus transportation facilities to include surrounding non-white communities

-- Note: Depending on the results of this investigation, transportation links might be established. We do, however, assign such a project low financial priority.

4. Equal Employment Opportunities Officer

-- That a person be designated as an Equal Employment Opportunities Officer for recruiting staff other than faculty (see Appendix F for possible program activities)

5. Graduate Fellowships

-- That special graduate fellowships be awarded to non-white Wellesley students

-- Note: While we find merit in awarding such fellowships, we assign them low financial priority

In her report Miss Bonadie describes fellowships for non-white Wellesley students for work toward the Ph.D. after graduation:

The assumption here is that Wellesley would pay the full cost for three years of study in an academic discipline up to the writing of a dissertation, starting with two students, and one student per year thereafter, the grant renewable depending upon performance. It might be possible to supplement Wellesley's faculty by asking students to return to Wellesley to teach for at least one year, making the built-in possibility of a pool from which Wellesley could then choose permanent faculty members.

C. Related Recommendations in Other Sections

1. Suburban-Regional Studies. This program would provide an opportunity to study the problems of non-white people in suburban communities (see I.A.2).

2. Foreign Study. Expanded foreign study would afford students the opportunity for study in disciplines and institutions that place particular emphasis on non-white and other minority cultures (see I.A.3).

3. Independent Field Work. Independent field work could provide particularly relevant educational experience for non-white students (see I.A.4).

4. Courses on Women. Courses on women should include the unique role of the black woman in society (see I.A.6)

5. Counseling. Expansion of the counseling program, including the addition of more professional persons from minority groups to the counseling and infirmery staffs, would further help to meet the needs of minority students (see IV).

6. Exchange Programs. Exchanges give minority students the opportunity to participate in black studies and other special programs and to take courses at member institutions (see V.A.4, 6-7).

Tables I-IV give estimated costs for programs described in this section.

IV. COUNSELING

The Commission perceives a clear and immediate need for an improved counseling program but feels that further analysis and review are needed before a definitive program can be formally proposed. We therefore recommend

-- That further research on counseling be undertaken as soon as possible in order to develop plans by September 1971 for academic and personal counseling programs suitable to the increasing variety of counseling needs of the entire campus community.

With greater freedom to fashion their educational program and their own life styles, Wellesley students today are faced with a wide array of choices. They frequently need and want advice and counsel in many areas of their academic and personal lives. The need for improved and broader counseling for students has been clearly indicated in both the student and faculty questionnaires and by alumnae at Regional Councils.¹

The Commission's consideration of counseling has encompassed three

¹In the Commission's questionnaires, student respondents rated advising on personal matters as follows: 4% "excellent," 20% "good," 41% "fair," and 32% "poor." In the area of general academic advising, 19% were "enthusiastic" or "very satisfied," 37% "satisfied," and 39% "dissatisfied" or "very dissatisfied." With respect to academic advising, in choosing a major over 60% of the students found themselves and their own judgment to be the most helpful source of advice; other sources cited as being helpful were a course (11%), a faculty member (8%), student friends (3%), reputation of a department (2%), family (2%), and a class dean or other administrative person (0.1%). Help in choosing a career followed a similar pattern: no one (37%), faculty members (23%), other students (21%), family (12%), the office of Career Services (2%), and a dean (2%).

As might be expected, faculty members gave somewhat higher ratings of the value of their counseling of students in the same areas.

Counseling was a major topic of discussion at the Regional Councils, where alumnae felt strongly that extended counseling services are necessary and desirable as curricular flexibility increases and students take more responsibility for making decisions.

distinct types of activity: (1) academic counseling, relating to the selection of courses and other academic issues; (2) personal counseling, relating to immediate personal choices and plans for the future; and (3) enrichment of the quality of life on the Wellesley campus. Preliminary studies of counseling have been made by the Commission. Subcommittee reports on counseling and on dormitory life appear as Appendices G and H.

We urge that further study of counseling be given particularly high priority so that changes in the present counseling program can be initiated by September 1971 to meet the needs not only of students but of others in the College community. We hope that financial resources will be ensured for developing an adequate, but not necessarily elaborate, program. Although it is not possible to assess the cost of a changed counseling program at this time, we agree that requisite financial support should be made available.

V. COMPOSITION OF THE STUDENT BODY

As we look to the future, we conceive of an ideal society in which true equality of opportunity for both women and men will prevail. We have considered how Wellesley, historically committed to excellent education for women, might play a role in achieving such a society. In our opinion, Mr. Durant's ideal of equal educational opportunities for women today requires reinterpretation. Dedication to his ideal in the 1970's implies the introduction of men onto the campus, where they will work together with women in the classroom and in related campus activities.

We believe that Wellesley should include men as students. It should not, however, become a coeducational college in the traditional sense, where activities and leadership roles are oriented primarily to men and where the great majority of faculty and administrators are men. By educating students of both sexes in a context that recognizes and consciously focuses on the complex but as yet not clearly perceived role of women in the society of the future, Wellesley can provide distinguished leadership. Men would receive some of their undergraduate education in an environment where women--students, faculty, and administrators--are in positions of leadership and responsibility. In a memorandum of November 1970, Mrs. C. S. Bell went beyond what might be viewed as "men at a girls' school" to define a coeducational situation as one that

requires a strong faculty with men and women scholars in all departments and at all ranks, with officers in administrative and managerial positions consisting of both men and women, with no clear identification, for example, of clerical and secretarial appointments as female jobs serving male executives. Such circumstances could lead both men and women undergraduates to expect that at institutions of higher learning the ability to perform a given task or acquire a given skill, is not sex-related.

Wellesley has already moved in the direction of having men on campus through the MIT-Wellesley exchange, which began in 1968-69, and Wellesley's entrance into the Twelve College Exchange in the spring of 1970. To have men as resident students affords women and men the opportunity to meet and deal with one another on intellectual, not purely social, grounds. Contact with men on a regular, day-to-day basis is viewed by many as being highly desirable. Available evidence indicates that the presence of men would be a positive means of continuing to attract students of high quality.¹ The majority of top-ranking high school seniors, for example, prefer universities, coeducational colleges, or colleges in which students of both sexes are present.² Nearly all of the Wellesley students who responded to the Commission's questionnaire said that they felt it was important to have men as friends as part of their college experience, and that the presence of men would improve not only the social aspects of Wellesley but educational and cultural aspects as well.³

¹All groups were asked in the Commission's questionnaires if they believed that quality women are no longer attracted to women's institutions. Fifty-six per cent of student respondents, 44% of faculty, and 38% of alumnae said they would either "strongly agree" or "somewhat agree" with this statement.

²In January 1968, Smith and Princeton surveyed seniors at 19 "superior private and public secondary schools throughout the country." Of the 4680 who replied, 81% of the male students and 79% of the females in the upper two-fifths of their class felt that a college having both men and women, as compared with students only of one's own sex, would "increase its attractiveness." The male-female percentages for the lower three-fifths of the class were 74% and 67% respectively. (Princeton Alumni Weekly, September 24, 1968, p. 8).

In the Commission's 1969 survey of schools from which top-ranking girls applied to Wellesley between 1965 and 1969, the percentage of those entering women's colleges declined steadily from 35% in 1965 to 23% in 1969 (Appendix I).

In the Commission's 1970 survey of 20 high school guidance counselors (Appendix J), coeducation was considered to be the single factor of greatest interest to girls in considering what they desire in a college.

³In the Commission's questionnaires, 80% of the students considered having men as friends in college "very important," and 13% said that it was "somewhat important." Further, when asked whether having many more men on campus would

Flexibility in Planning

In considering the introduction of a greater number of men,⁴ there were some members of the Commission who favored Wellesley's becoming a fully coeducational college (with equal numbers of men and women), others who wished to admit men in varying numbers, and others who wished Wellesley to remain a college that granted degrees only to women. As these possibilities and the problems inherent in each were examined, a position developed that represents a consensus on the best manner in which to proceed.

The most important element of this position is that all steps toward a larger number of male students at Wellesley should be treated as a series of experimental stages. Each step should be evaluated to keep choices open for the foreseeable future.

Wellesley should make every effort to continue to educate approximately the same number of women as at present, either as degree candidates or as exchange students, for opportunities for women's education at Wellesley should not be reduced.⁵ At the same time, Wellesley should work toward educating a

improve the educational, cultural, and social quality of Wellesley, the following response was obtained:

	<u>Strongly or somewhat agree</u>	<u>Don't feel strongly</u>	<u>Strongly or some- what disagree</u>	<u>No Answer</u>
Educational	64%	13%	20%	2%
Cultural	58	25	15	2
Social	86	7	5	2

⁴See Exhibit A, page 46, for detailed student, faculty, and alumnae views concerning men on campus.

⁵Faculty and alumnae were asked in the Commission's questionnaires whether, assuming qualified male students applied, they would prefer that men be admitted as additional students or that the number of women be reduced in order to keep the enrollment constant. They replied as follows:

	<u>Faculty</u>	<u>Alumnae</u>
Any men (either visiting or permanent) be admitted as additional students beyond the present number of women, <u>or</u>	52%	41%
Enrollment be held constant, reducing the number of women students to permit the enrollment of men	34	39

Fourteen per cent of the faculty and 20% of alumnae did not answer this question.

Exhibit A

Views of the Three Constituencies on the
Specific Desirable Proportion of
Men on Campus

All groups were asked in the Commission's questionnaires what specific proportion of men on campus they considered desirable. As seen in the "Total" columns in the accompanying tables, a majority of students, a plurality of faculty, and a strong minority of alumnae favored about 50% men. To have no men or very few men on campus received very little on-campus support, and modest (22%) support from alumnae.

Time at Wellesley is an important factor differentiating faculty and alumnae views, but is little related to variations in student views. Among the students, only the Class of 1970 showed any marked patterns; they, compared to other students, more strongly favored 50% or more men on campus. Among the faculty, views were remarkably stable among those who had been at Wellesley for a short or intermediate period of time; those having been at Wellesley for a longer period of time were still favorable to many more men on campus, but significantly less so than the others.

Among alumnae, a clear delineation can be seen between those in classes since 1960: about half of these recent alumnae favor 50% or more men, whereas alumnae in older classes show much less support for 50% men and much more support for no men. Although the reactions are not monolithic, generally speaking, the more recent the alumna the more one is likely to find a supporter for many more men on campus. The proportion of "no answers" is particularly high among earlier alumnae (and among older faculty); based on the responses of those from these subgroups who did answer the questions, this fact appears to result in an understatement of negative reactions to many more men on campus.

Specific Proportion of Men Desirable

	<u>Students</u>					<u>Faculty</u>			
	<u>Year of Graduation</u>					<u>Years at Wellesley</u>			
	'73	'72	'71	'70	Total	1-6	7-19	20+	Total
0%	3%	1%	4%	0%	2%	3%	--	4%	2%
1-15%	8	4	3	2	5	3	--	12	4
16-30%	13	14	18	10	14	20	20	29	23
31-49%	12	15	10	13	13	13	23	8	14
50%+	57	58	53	66	58	49	45	21	42
No answer	7	8	12	10	8	13	13	25	15

	<u>Alumnae</u>						
	<u>Year of Graduation</u>						
	Pre '30	'30 '42	'43 '49	'50 '59	'60 '64	'65 '69	Total
0%	22%	18%	17%	14%	4%	9%	16%
1-15%	5	6	6	6	6	5	6
16-30%	12	9	12	12	11	10	11
31-49%	10	9	8	10	10	15	10
50%+	12	28	37	31	54	49	31
No answer	40	29	19	26	15	11	26

ratio of approximately three women to one man on the campus as soon as possible. There is division of opinion about the method of achieving this ratio, as noted below. Our goal is to create an institution in which men are present as students and are viewed as equals, and one in which men and women share positions of leadership and responsibility. The following recommendations represent steps toward this goal.

A. Size and Men

1. Increased Size

-- That the size of the College increase from 1750 to 2000 students taking courses on the campus, with the possibility of up to 250 additional students away from the campus in a given year

We have given extended consideration to the size of the College: whether to decrease it, keep it the same, or increase the number of students.⁶ We feel that any increase in size should be compatible with retaining the advantage of a relatively small community, and therefore we do not recommend expansion on any large scale. Expansion to the degree we envisage could increase existing opportunities for greater diversity of race, sex, age, and economic, social, and geographic background in the student body. Increasing the size of the College is intended to provide the opportunity for men to be educated in

⁶All groups were asked in the Commission's questionnaires what they thought the size of Wellesley's student body should be, irrespective of coeducation:

	<u>Decreased somewhat</u>	<u>Kept about the same</u>	<u>Increased somewhat</u>	<u>Increased greatly</u>	<u>No Answer</u>
Students	4%	49%	40%	5%	2%
Faculty	1	34	51	10	4
Alumnae	6	53	31	4	6

Appendix L, the Population Impact Study, gives detailed estimates of capital and continuing costs prospectively associated with various total sizes and male-female "mixes" of the Wellesley student body.

an environment where women are in positions of leadership as administrators, students, and faculty members.

We are aware of the financial factors involved, especially those connected with additional dormitory, classroom, and office space, and of their relation to plans for other future projects of the College. Other groups within the College, working concurrently but not with the Commission, have been considering such projects as a Science Center, the renovation of Pendleton Hall, expansion of the Jewett Arts Center and the Library, and possible programs of Chinese and Judaic studies. The new construction, renovation, and expansion of buildings proposed by these groups might to some extent satisfy the space allocations required for an enlarged student body.

In studying the financial implications of increasing the size of the College, we estimate that expenditures directly connected with an increase in size would, in most cases, exceed the new income produced. At the same time, we have identified positive budgetary reasons for increasing the size of the College, chief of which would be the opportunity to expand and develop the curriculum: the new faculty needed to teach a greater number of students could be primarily those who would teach in new areas of the curriculum.

2. Number of Women

-- That every effort be made to maintain the number of women educated by Wellesley--1750--either as degree candidates or as exchange students

-- Note: See, however, recommendation 4, below.

3. Ratio of Women to Men

-- That a conscious effort be made to arrive as quickly as possible at a campus-based population of approximately 1500 women and 500 men. We recognize the experimental nature of the program proposed here and the constant need for evaluating such an experiment.

The 500 men would consist of approximately 250 incoming exchange students and 250 transfer students, the latter having completed two years of college. In exploring the various ways of introducing men on campus, it was determined that exchange students and junior-level transfer students (see recommendation 9, below) would provide the greatest flexibility and least additional cost. We recommend that the number of exchange students be limited to approximately 210-250. Exchange students have proved to be highly committed to their work at Wellesley, but by the very nature of their program are not as deeply involved in a major field at Wellesley as students who are enrolled as degree candidates. MIT students, because they are not in academic residence at Wellesley, would not be included in this limitation.

4. Women on Exchange and Size

-- That the number of women on the campus be reduced to 1500 by encouraging up to 250 Wellesley women to attend another institution on exchange or to take a leave of absence in a given year

Present exchange programs should be enlarged, both to increase educational opportunities for students, and to reduce the number of women actually on the campus each year to approximately 1500 in order to accommodate the number of men proposed in recommendation 3, above. There is clear division of opinion, however, about increasing the number of resident men (a) in a year when fewer women wished to go out on exchange, or (b) if the College did not increase in size, because this would necessitate reducing the total number of women in both cases.

5. Residence Facilities

-- That plans be made for construction of residence facilities designed to accommodate up to 250 additional students

6. Dartmouth Exchange

-- That the Dartmouth-Wellesley exchange be initiated as soon as possible

Since the spring of 1970, when Dartmouth College invited Wellesley to explore the possibility of an extended exchange program for students and a small number of faculty members, exploratory meetings have taken place between students, faculty, administrators, and departments at both institutions. The exchange is viewed as an integral part of the educational program of each institution and as a means of providing an opportunity for the two colleges to coordinate certain aspects of their long-range planning. Special facilities and offerings of each could be made available to the other. The exchange would provide students and faculty with the general educational benefits of diversity in teaching and learning and of a change in location, as well as some special benefits of cooperation between particular departments and programs. (Summary reports of discussions to date may be found in Appendix K.)

These opportunities for departmental and institutional cooperation and for faculty exchange, as well as the magnitude of the exchange, make the Dartmouth-Wellesley exchange differ to a significant degree from the Twelve College Exchange. Neither institution considers the exchange as a total program of coeducation. Each regards it as an extension and diversification of educational experience for students and faculty.

Dartmouth indicated at the beginning of its discussions with Wellesley that it was considering a proposal that would combine the admission of women to Dartmouth as degree candidates and the enlargement of exchange programs. This would enable Dartmouth to increase substantially the number of women on the campus. Dartmouth is now working out changes in its academic program that are likely, among other changes, to accommodate a significant increase in enrollment.

7. MIT Exchange

-- That every effort be made to continue the MIT exchange, which has extended diversity of educational experience and environment for students of both institutions⁷

8. Degrees for Men

-- That immediate steps be taken for the College to acquire the legal capacity to grant degrees to men (votes: 9 in favor, 4 opposed)

9. Admission of Male Transfer Students

-- That men be considered for admission to Wellesley as degree candidates (a) after having been exchange students who then apply for transfer to Wellesley, or (b) as transfer students who have completed two years at another institution

-- That the quality of the student body be maintained in accepting men, and that there be no discrimination in favor of male candidates for admission

Because of the experimental nature of the program, we are recommending an increase in the number of men through exchanges and transfer, rather than through admission as freshmen. One distinct advantage of admitting transfer students is that they have already been selected and evaluated by the institutions from which they come. There is, however, difference of opinion about the class level at which men should be admitted as transfer students. Those who favor admitting men after their sophomore year argue that admitting male transfer students at

⁷ The Commission's questionnaires asked all groups to comment on continuation of the MIT exchange. Eighty-four percent of the students, 68% of the faculty, and 62% of the alumnae who responded thought that this arrangement was "strongly desirable" or "somewhat desirable." Some 37% of the students reported that they had developed non-dating friendships with MIT students through the exchange.

the junior-class level would give the College the opportunity to continue to pay full attention to the education and needs of women in their first two years, and that it would bring students to Wellesley who would presumably have more well-defined educational reasons for transferring. There are others who see no significant difference between admitting men as sophomores and as juniors. They have expressed the concern that the present recommendation might seriously limit opportunities for increasing the number of men on campus. A third alternative, which met with a clear division of opinion, would be to admit men after one year at another institution, but to give preference to male transfer students who have completed two years elsewhere.

10. Nature of the Experiment

-- That the proposed composition of the student body be considered to be in an experimental stage

We are aware that it may be recommended in the future that men no longer be accepted as transfer students or as exchange students, or that the ratio of 3:1 is close to an ideal, or that male freshmen be admitted, or that the number of men being educated at Wellesley be increased.

B. Diversity

-- That efforts be continued to increase the diversity of the student body to the greatest extent possible within the limits of financial resources, the size of the College, and qualifications for admission. A diverse student body must include students from families of moderate means, for whom financial aid should continue to be assured.

C. Related Recommendations in Other Sections

1. Educational Programs. Expansion of the student body would necessitate

additions to the faculty and to the instructional budget. New educational programs would also necessitate additional expense, whether or not the College were expanded, but could be introduced without affecting existing departmental structures. If expansion and new programs were implemented at the same time, duplication of expense could be minimized (see I.A.1-2, 6).

2. Freshman and Sophomore Programs. New residence facilities could be designed so as to accommodate new educational patterns such as those discussed in the Johnson-Rock report, which would be studied by the proposed Office of Educational Research (see I.A.1).

3. Suburban-Regional Studies. The Suburban-Regional Studies program is given high chronological priority because of its emphasis on students in the sophomore, junior, and senior years. It should attract a widely diverse group of students (see I.A.2).

4. Continuing Education. The presence of older women as students in the Continuing Education program provides diversity of age, experience, and point of view (see II.B.4).

5. Counseling. Diversity in the College underlines the need for changes and improvements in counseling, as indicated in the section on counseling (see IV).

6. Living Patterns. Expansion of the College and the concomitant construction of new residence facilities would provide opportunities for new living patterns such as those suggested in Appendix H, the report on dormitory life (see IV).

Tables I-IV give estimated costs for programs described in this section.

CONCLUSION

In considering the future of the College, we believe that continuing evaluation of progress is not only desirable but essential. We therefore recommend (1) that the office of the President submit an annual progress report at the April meeting of the Board of Trustees on the achievement of goals set forth in this report, and that such a report be made to all the constituencies represented on the Commission, and (2) that the Trustees consider forming a small representative group to continue self-study of the College within the next five years.

The College should continue to expand its program of identifying the Wellesley of today and the future to prospective students as well as to alumnae, potential faculty members, and all others who have an interest in higher education. Greater involvement of present students and recent alumnae should be developed to the fullest extent. A more sophisticated program of public relations on all levels, through personal contact and in printed materials, would increase the College's effectiveness in giving persons who are not on the campus an accurate and vivid impression of the College as it is now and of its plans for the future.

In submitting its recommendations, the Commission fulfills its mandate from the Trustees. Commission members are prepared, however, to be of service for the remainder of the year in any ways that the Trustees or Academic Council might consider helpful.

We make our recommendations in the spirit of Wellesley's particular strengths and its historical capacity for change and development. We would have Wellesley carry on its central purpose, that of serving society by

meeting its needs in a diversity of ways. To this end, Wellesley will continue to recognize the distinctive qualities, needs, and capabilities of individual students and the esteem in which they hold themselves and society.

We believe that Wellesley College will embark on its second century with confidence because of the strength it now possesses and because of the commitment of the institution to developing new ways to serve society in the future.

NOTE ON TABLES I-IV

In formulating cost estimates, we have kept in mind the present and projected financial requirements of the College and have, therefore, observed the need for realistic projection of costs for programs taken separately and together, year by year and over a period of years. To the best of our ability to foresee and estimate, we have given special attention to the future costs that our recommendations imply: ongoing costs as well as new costs consequent to developing programs. We have made our estimates with as much anticipation as possible of their long-range budgetary implications and with recognition and appreciation of coexisting plans and claims of other projects for the College

Tables I-IV give estimates of incremental annual and capital costs. Unless otherwise identified, figures represent middle-range estimates, to show at what level a program might begin, the extent of its growth, and the time at which costs might reach a steady state. Relative costs are shown, within and among programs, and for a period of years, so that cash-flow requirements might be more clearly indicated. Estimates of annual expenses cover a six-year period, and those of capital costs extend over five years. Specific dates for implementation of programs are given with recommendations in Sections I-V.

The curricular costs shown in Table I are predicated on an increase in the size of the College; they reflect the addition of approximately 25 new faculty members who would be needed for 250 additional resident students. These new faculty members could teach in the areas outlined above. Increasing the size of the College would, under these circumstances, allow greater flexibility in faculty assignments and hence increase the possibility of curricular

expansion and innovation. Because the Commission hopes that curricular change can be implemented even if the College does not grow in size, incremental instructional costs that would occur as the result of new programs with no change in size are separately identified in Tables I and III.

Table IV gives estimates of costs for programs to which low financial priority has been assigned.

As was noted on page 42, it is not possible to assess the incremental cost of a changed counseling program at this time.

Table I
Estimated Incremental Annual Operating Expenses/Deficit over a Six-Year Period¹
(in thousands of dollars at 1970-71 prices)

	<u>Year I</u>	<u>II</u>	<u>III</u>	<u>IV</u>	<u>V</u>	<u>VI</u>
<u>Educational Program</u> (costs predicated on increase in size of College)						
Office of Educational Research (including courses on women and race; field work; advanced study)	\$32	\$55	\$60	\$60	\$60	\$60
Exchange Coordinator	10	10.5	11	11.5	12	12.5
Suburban-Regional Studies	8	25	45	50	50	50
Freshman and Sophomore Programs	--	--	25	50	50	50
<u>Equal Employment Opportunities Officer</u>	12	12.5	13	13.5	14	14.5
<u>Size/Men</u> ² (= operating deficit created by expense in excess of additional income)	50	100	150	200	250	250
<u>Additional curricular costs if no change in size of College</u> (= added instructional costs for faculty for new programs)	0	20	75	125	175	250

¹A summary of estimated annual and capital costs is given in Table III.

²The principal portion of the operating deficit shown for "Size/Men" has to do with an increase in the size of the College, and not with introducing men per se. If the size of the College did not increase, but the programs shown under "Educational Program" were undertaken, additional faculty would need to be hired. The figures given between the double lines are estimates of the cost of additional faculty; if there is no increase in size, these figures should be added to those given under "Educational Program." See Appendix I, the Population Impact Study, for detailed estimates on which the "Size/Men" figures are based.

Table II
Estimated Incremental Capital Expenditures over a Five-Year Period¹
(in thousands of dollars at 1970-71 prices)

	<u>Year I</u>	<u>II</u>	<u>III</u>	<u>IV</u>	<u>V</u>
<u>Educational Program</u>					
Office of Educational Research	\$5	--	--	--	--
Suburban-Regional Studies (if separate quarters were needed for the program)	--	--	10	--	--
Freshman and Sophomore Programs (if an unusual program were undertaken) ²	--	--	--	50	--
<u>Size/Men</u> ³					
Two new dormitories (for 250 students total)	100	1,250	1,250	1,500	--
<u>Physical education</u> ⁴					
Renovation of Mary Hemenway Hall	--	--	150	150	--
Lockers	20	--	--	--	--
Playing field	--	20	--	--	--
Equipment	0	1	1	1	2
Parking lot	0	0	30	15	0

¹A summary of estimated annual and capital costs is given in Table III.

²If new dormitories were designed in such a way as to accommodate special freshman and sophomore programs, the cost shown here could be deleted.

³Costs of classroom and office space are not included with estimates for increased size because it is assumed that these would come under other, existing estimates for the Science Center and the renovation of Pendleton Hall, and hence they are not duplicated here. Estimates for classroom and office space have been made, however, and appear in Exhibit 4 of Appendix L, the Population Impact Study.

⁴Although estimates are given here for physical education facilities, it is agreed by the Commission that these should be kept to a minimum, particularly with respect to the renovation of Mary Hemenway Hall.

Table III
Summary of Estimated Incremental Annual Operating Expenses/Deficit
and Capital Expenditures Given in Tables I and II
(in thousands of dollars at 1970-71 prices)

Annual
(six years)

A. With increase in size of College

	<u>Year I</u>	<u>II</u>	<u>III</u>	<u>IV</u>	<u>V</u>	<u>VI</u>	<u>Six-year total</u>
Educational Program	\$50	\$90.5	\$141	\$171.5	\$172	\$173	\$798
Equal Employment Opportunities Officer	12	12.5	13	13.5	14	14.5	79.5
Size/Men (= operating deficit)	<u>50</u>	<u>100</u>	<u>150</u>	<u>200</u>	<u>250</u>	<u>250</u>	<u>1,000</u>
TOTALS	\$112	\$203	\$304	\$385	\$436	\$437.5	\$1,877.5

B. With no increase in size of College but with changes in Educational Program¹

Educational Program	\$50	\$110.5	\$216	\$296.5	\$347	\$423	\$1,443
Equal Employment Opportunities Officer	<u>12</u>	<u>12.5</u>	<u>13</u>	<u>13.5</u>	<u>14</u>	<u>14.5</u>	<u>79.5</u>
TOTALS	\$62	\$123	\$229	\$310	\$361	\$437.5	\$1,522.5

Capital
(five years)

	<u>Year I</u>	<u>II</u>	<u>III</u>	<u>IV</u>	<u>V</u>	<u>Five-year total</u>
Educational Program	\$5	--	\$10	\$50	--	\$65
Size/Men	<u>120</u>	<u>1,271</u>	<u>1,431</u>	<u>1,666</u>	<u>2</u>	<u>4,490</u>
TOTALS	\$125	\$1,271	\$1,441	\$1,716	\$2	\$4,555

¹The curricular, or "Educational Program," costs shown here consist of those given in part A, above, plus those shown between double lines in Table I, which represent added instructional costs for faculty for new programs should the size of the College not increase but new educational programs be undertaken. As was explained in note 2 of Table I, the principal portion of the operating deficit for "Size/Men" has to do with increasing the size of the College, not with introducing men; hence those figures are not given here.

Table IV
Estimated Incremental Annual and Capital Expenditures
for Items Assigned Low Financial Priority
(in thousands of dollars at 1970-71 prices)

ANNUAL (six years)

	<u>Year I</u>	<u>II</u>	<u>III</u>	<u>IV</u>	<u>V</u>	<u>VI</u>	<u>Six-year total</u>
Grants for Suburban- Regional visiting scholars	--	--	\$3	\$4	\$5	\$5	\$17
Child care (year I: survey; year II on: net cost to College of operation)	1	2.5	2.5	2.5	2.5	2.5	13.5
Financial aid for foreign study	15	25	25	25	25	25	140
Financial Aid for Continuing Education	9	10	10	12.5	12.5	15	69
Buses for minority group students	6	6	6	6	6	6	36
Fellowships for non- white Wellesley graduates	<u>10</u>	<u>15</u>	<u>20</u>	<u>15</u>	<u>15</u>	<u>15</u>	<u>90</u>
TOTALS	\$41	\$58.5	\$66.5	\$65	\$66	\$68.5	\$365.5

CAPITAL (five years)

	<u>Year I</u>	<u>II</u>	<u>III</u>	<u>IV</u>	<u>V</u>	<u>Five-year total</u>
Child care facility (if new quarters needed)	--	--	\$30	--	--	\$30

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At Wellesley College

Adele D. Allen
Class of 1973

Mary M. Allen
Assistant Professor of
Biological Sciences

Thelma G. Alper
Professor of Psychology

Mary Ellen Ames
Director of Admission

Grazia Avitabile
Professor of Italian

Abigail R. Bacon
Class of 1972

Evelyn C. Barry
Assistant Professor of
Music

Carolyn S. Bell
Professor of Economics

Philip C. Bibb
Assistant Professor of
Biological Sciences

William L. Biggart, Jr.
Manager of Duplicating
Services

Joan F. Bishop
Director of Career Services

Elizabeth S. Blake
Assistant Professor of French;
Foreign Student Adviser

Helen M. Brown
Librarian

Christine Wing Boyd
Class of 1971

Mary E. Butler
Director of Alumnae Giving

Florence Carlson
Audio-Visual Coordinator

Maud H. Chaplin
Dean of the Class of 1971

Marion S. Chapman
Financial Assistant, Alumnae
Office

Blythe M. Clinchy
Instructor in Psychology

Barbara M. Clough
Director of Admission

Albert M. Coffey, Jr.
Manager of the Physical Plant
Department

Paul A. Cohen
Associate Professor of History

Richard P. Companion
Director of Systems

Elizabeth Cornwall
Director of Food Services

Ward J. Cromer
Assistant Professor of Psychology

Nelson J. Darling, Jr.
Chairman, Structural Revision
Committee

Wendy L. Dasler
Class of 1973

Louis S. Dickstein
Assistant Professor of Psychology

Doris E. Drescher
Executive Secretary to the President
and Clerk of the Board of Trustees

Doris E. Eaton
Documents Librarian

Joan M. Entmacher
Class of 1970

Alona E. Evans
Professor of Political Science

Mary H. Farnham
Manager of the Campus Post
Office

Mildred H. Ferree
Administrative Secretary, Office
of the President

David R. Ferry
Professor of English

Diane H. Flasar
Administrative Assistant to the
Dean of the College

Carlo R. François
Professor of French

Hannah D. French
Research Librarian, Special
Collections

René M. Galand
Professor of French

Joan Gardner
Assistant in the Alumnae Office

Janet Z. Giele
Assistant Professor of Sociology

Marsha Gilman
Class of 1972

Jean Glasscock
Coordinator of Special Events

Arthur R. Gold
Assistant Professor of English

Suzanne N. Gordon
Director of College Information
Services

Clifford Green
Assistant Professor of Religion
and Biblical Studies

Janet B. Guernsey
Professor of Physics

Nancy C. Guthrie
Class of 1971

M. Faye Harned
Class of 1970

Elizabeth D. Havens
Assistant for Clubs, Alumnae Office

Lisa M. Hill
Class of 1971

Jeanne M. Hjermstad
Class of 1970

Joseph M. Hobbs
Assistant Director for Resources

Albert E. Holland
Vice President for Resources

Mariette Howell
Class of 1971

Karen D. Hunzicker
Class of 1971

James F. Jesso
Director of the Personnel Office

Roger A. Johnson
Associate Professor of Religion
and Biblical Studies

Harry B. Jones
Controller

Marion E. Kanaly
Associate Librarian, Readers'
Services

Arthur M. Katz
Assistant Professor of Chemistry

Thomas F. Keighley, Jr., M.D.
Director of Health Services

Mary H. Keyes
Secretary to the Dean of the
College

Joseph Kiebala, Jr.
Vice President for Business Affairs

Katharine S. Kilborne
Class of 1971

Kyle T. Kinsey
Class of 1972

Eric W. Kurtz
Assistant Professor of English

Germaine Lafeuille
Professor of French

Margaret G. Lafferty
Coordinator of Special Events

John L. Lelievre
Purchasing Agent

Katherine Lever
Professor of English

Nicholas Linfield
Assistant Professor of English

Stephen D. London
Assistant Professor of Sociology;
Director of the EB-WELL Program

Mary C. Lyons
Editor, Wellesley Alumnae Magazine

Eleanor L. McLaughlin
Assistant Professor of History

Jeanette McPherrin
Dean of the Class of 1974

Clare A. Mankowski
Class of 1972

Margaret B. Marsh
Dean of the Class of 1973

Elizabeth T. Matthews
Class of 1973

Patricia L. Meaney
Special Assistant, Career Services

Joan B. Melvin
Dean of Students

Charlayne E. Murrell
Class of 1973

Susan C. Nelson
Class of 1970

Torsten Norvig
Associate Professor of Mathematics

Philip M. Phibbs
Executive Vice President

Robert N. Pinsky
Assistant Professor of English

Donald L. Polk
Director of Educational Services

Kathryn Preyer
Associate Professor of History

Ruth Anna Putnam
Associate Professor of Philosophy

John R. Quarles
Chairman, Board of Trustees

Gwenyth M. Rhome
Recorder

Alice B. Robinson
Professor of History

H. Jon Rosenbaum
Assistant Professor of Political Science

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Class of 1972

Lucinda A. Russ
Class of 1970

The Reverend H. Paul Santmire
Chaplain

Alice T. Schafer
Professor of Mathematics

Alison R. Schechter
Assistant Director of Admission

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Vice President and Business Manager

Carolyn H. Scott
Assistant Director of College
Information Services

Curtis H. Shell
Professor of Art

Anne E. Shere
Class of 1973

Henry G. Shue
Assistant Professor of Philosophy

Maxine D. Simonds
Director of Housekeeping

Peter W. Sipple
Assistant Professor of Education

Barbara J. Snyder
Class of 1972

Patricia M. Spacks
Professor of English

Betty Spears
Professor of Physical Education

Ingrid H. Stadler
Associate Professor of Philosophy

Harold D. Stalvey, M.D.
Counsulting Psychiatrist

Margaret J. Stiehler
Class of 1971

Ann G. Suzedell
Class of 1971

Anne-Marie Tardif
Class of 1970

Janice V. Thomas
Class of 1972

Ellen F. Thompson
Director of Residence

Sonia E. Turner
Secretary to the Executive Vice
President

Barbara M. Twombly
Manager of the Information Bureau

Judith J. Wagner
Class of 1970

Eloise R. Walker
Executive Secretary of the Alumnae
Association

Charles C. Wallace
Manager, Wellesley College Club

Eleanor R. Webster
Professor of Chemistry

Louise B. Welch
Class of 1971

Jane Willard
Class of 1972

Stephanie E. Williams
Class of 1970

Claire Zimmerman
Professor of Psychology

Eric I. Zornberg
Assistant Professor of Physics

Student representations

Black Community of Wellesley College
"Renaissance '70"
Students for a Women's College
"Urgent II"

Outside Wellesley College

Samuel F. Babbitt
President
Kirkland College

Cora Bamford
Dean of Students
Reed College

Lynn C. Bartlett
Secretary of the College
Vassar College

Anne N. Baybutt '44
Chestnut Hill, Massachusetts

Thomas F. Bechtel
Dean of Men
Oberlin College

Edward J. Bloustein
President
Bennington College

Alice M. Bovard
Director of Admissions
Sarah Lawrence College

North Burn
Coordinator
Five-College Cooperation

Elizabeth H. Campbell
Research Assistant
Radcliffe Institute

Paul D. Carter
Vice President and Provost
Hamilton and Kirkland Colleges

Margaret W. Case '37
Wellesley, Massachusetts

John W. Chandler
President
Hamilton College

Antonia H. Chayes
Dean
Jackson College

Ely Chinoy
Professor of Sociology
Smith College

Constance L. Clark
Management Analysis Center, Inc.
Cambridge, Massachusetts

R. Inslee Clark, Jr.
Dean of Admissions and Student
Appointments
Yale University

Susan P. Cobbs
Dean
Swarthmore College

Edward J. Cogan
Faculty Trustee and Director of
Upward Bound
Sarah Lawrence College

Frederick C. Copeland
Director of Admissions
Williams College

P. Jerome Cunningham
Director of Financial Aid
Wesleyan University

Charles DeCarlo
President
Sarah Lawrence College

John M. Deschere
Comptroller
Vassar College

Rhoda M. Dorsey
Dean of the College
Goucher College

John M. Duggan
Vice President for Student Affairs
Vassar College

Robert H. Dunn
Associate Dean of the College
Wesleyan University

Thomas J. Edwards
Dean
Kenyon College

Nell Eurich
Dean of the Faculty
Vassar College

Anthony E. Farnham
Coordinator, Fact-Finding Study
on Coeducation
Mount Holyoke College

Theodora L. Feldberg '48
Wellesley Hills, Massachusetts

Mary Ross Flowers
Dean of Admission
Goucher College

Edgar M. Gemmell
Consultant
Princeton, New Jersey

Sister Ann Ida Gannon, B.V.M.
President
Mundelein College

Gilbert J. Grout
Assistant to the President
Hamilton College

C. Hess Haagen
Director, Psychological Services
and Career Planning
Wesleyan University

Elizabeth B. Hall
President
Simon's Rock

Lawrence E. Harvey
Dean of the Faculty of Arts and
Sciences
Dartmouth College

Jeanette B. Hersey
Director of Admissions
Connecticut College

Carolyn Jagger
Special Assistant Director of
Admission
Princeton University

Howard W. Johnson
President
Massachusetts Institute of Technology

M. Glen Johnson
Assistant to the President
Vassar College

Ferdinand Jones
Psychology Department
Sarah Lawrence College

Joseph Katz
Associate Director, Institute for
the Study of Human Problems
Stanford University

John G. Kemeny
President
Dartmouth College

Melville T. Kennedy, Jr.
Associate Professor of Political
Science
Bryn Mawr College

Robert L. Kirkpatrick, Jr.
Dean of Admissions
Wesleyan University

Barbara Pearson Lange
Dean of Women
Swarthmore College

William C. McIntyre
Director of Student Activities
Carleton College

Deane W. Malott
Consultant, Association of American
Colleges; President, Emeritus,
Cornell University

Dorothy Nepper Marshall
Dean of the College
Bryn Mawr College

Jacquelyn A. Mattfeld
Dean of the Faculty
Sarah Lawrence College

George D. O'Brien
Dean of the College
Middlebury College

Joel Orlen
Director of the Staff
Commission on MIT Education
Massachusetts Institute of Technology

Marvin B. Perry
President
Goucher College

Esther Raushenbush
President, Emeritus
Sarah Lawrence College

Leonard M. Rieser
Provost
Dartmouth College

William H. Rodgers
Management Analysis Center, Inc.
Cambridge, Massachusetts

Alice S. Rossi
Professor of Sociology
Goucher College

Ben Rubenstein
Brattleboro, Vermont

Helen B. Rydell '26
Wellesley, Massachusetts

Hélène K. Sargeant '40
Wellesley Hills, Massachusetts

Constance E. Smith
Dean
Radcliffe Institute

Benson R. Snyder, M.D.
Dean for Institute Relations
Massachusetts Institute of Technology

Richard B. Stephenson
Director of Admission
Vassar College

Katharine S. Stevens
Assistant Dean of the College
Dartmouth College

Lester M. Thurow
Professor of Economics and Management;
Member, Commission on MIT Education
Massachusetts Institute of Technology

Sheila Tobias
Assistant to the Vice President for
Student Affairs
Cornell University

Pauline Tompkins
President
Cedar Crest College

Deborah Townsend
Dean of Women
Swarthmore College

Martin Trow
Professor of Sociology
University of California at Berkeley

Elizabeth G. Vermey
Director of Admissions
Bryn Mawr College

Kenneth M. Wilson
Director, College Research Center
Vassar College

George L. Zimmerman
Professor of Chemistry
Bryn Mawr College

OFFICE OF THE PRESIDENT
WELLESLEY COLLEGE
WELLESLEY, MASSACHUSETTS 02181

March 3, 1971

To the Board of Trustees

From Ruth M. Adams

I agree with the other members of the Commission in recommending in large part the adoption of their proposals relating to the educational program at Wellesley, the education of women at Wellesley, and the concern for the involvement of minorities at Wellesley. I believe that the programs and principles identified in these parts of the Commission's report represent the best thinking of those who were asked to explore these concerns.

I cannot join my fellow-members of the Commission in proposing that Wellesley College grant degrees to men and accept them as transfer students.

Wellesley has an historical commitment to the education of women, a commitment that, in these times of heightened consciousness on the part of women, is perhaps more consequential than for many prior years. Creative thinking about the education of women is a national and international need, and one which Wellesley should undertake to fill. While such education should include social and classroom experiences with men, it does not require the granting of degrees to men.

I believe that the climate of thought concerning the translation of women's institutions to co-educational colleges has changed in the past year, due in some part to the better elements of the women's liberation program and to the serious reviews given their identification by such colleges as Bryn Mawr, Goucher and Chatham. The value for women of colleges devoted particularly to their needs receives today wider support. The American Academy of Arts and Sciences, in the report of its Assembly on University Goals and Governance (p. 30) comments:

Women's colleges, despite their financial and other problems, ought not lightly to abandon their identity. This is particularly so when many coeducational institutions continue to be male-oriented. Few have managed to protect or further the position of women. The present tendency, which is to eliminate women's colleges, may be unfortunate. Schemes for coeducation at women's and men's colleges are rapidly gaining favor; many of these proposals may be ill-conceived. The concern on the part of some institutions to be in fashion risks the loss of a purpose that may not be easily recovered.

I cannot agree that Wellesley does not and will not receive applications from young women of superior quality, in sufficient numbers to maintain the college at its customary size and standards. Applications for freshman entrance

in 1971 are down 6.1%; but this is not an unfavorable situation when we know that Yale's applications are down 18%, Harvard's 11%, M.I.T.'s 20%. Wellesley made no solicitation of transfer students for 1971, and yet that group increased by 164 young women. Overall--freshmen, transfers and foreign students--Wellesley's total applications for admission in 1971 are up 1.5%. This is a dramatic development in a year when most private institutions are experiencing a serious decline.

Finally, the costs of transforming Wellesley into a larger, co-educational college are great. We have many claims on our resources and are hopeful that we can continue our commitments to finance a distinguished faculty, a superior student body, and the creative educational programs that challenge and satisfy both groups. Wellesley has strengths in these areas which imply continued distinction and excellence in our primary responsibility, liberal arts education. I believe we should devote our energies and our resources to building from within, to keeping Wellesley the best of the women's colleges in America, indeed in the world.

WELLESLEY COLLEGE

WELLESLEY, MASSACHUSETTS 02181

DEPARTMENTS OF GREEK AND LATIN

March 3, 1971

To the Board of Trustees

From Mary R. Lefkowitz

As a rule the format required for reports of fact-finding commissions, governmental or private, presents the statements and conclusions of the majority: consensus determines not only what is decided, but which issues are judged to be significant. This format, though a practical political procedure, is not always effective or suitable for presenting informed opinions on matters in which the majority are not expert. The Commission's final report is the report of the majority. It states fairly the views of most of the members in terms acceptable to each of its constituencies. But the members' qualifications, based upon experience or information, vary considerably with respect to each of the recommendations made.

Where we were able to draw directly on expertise, research, or documentation provided by interviews or questionnaires, our recommendations have demonstrable authority: for example, the recommendations concerning general directions for curricular reform (Sec. I); the discussion of the education and needs of women (Sec. II); the recommendations concerning the means of realizing our moral and legal obligations to non-white staff and students (Sec. III); the analysis of the inadequacies of the present counseling system (Sec. IV); the statements concerning decline in number of applications to the freshman class and decreasing interest on the part of secondary school students in women's colleges (Sec. V). But in other areas our discussions and recommendations are based on less complete information: for example, the proposals in Appendix A to accommodate diversity of student preparation and student concern with contemporary issues by means of pedagogical structures and specific cross-disciplinary curricula (it can be argued that isolation and irrelevance may be better overcome by hiring and retaining faculty concerned with dealing with these problems within the rather flexible structure of our present curriculum); the recommendation for Suburban-Regional Studies (there has been no demonstrated student interest in such a program); and, in particular, the recommendations in Section V concerning coeducation (the present status of women in the United States and in the academic world especially offers little assurance that the goal of true equality can be quickly or easily achieved). The Commission's report does not, and perhaps could not, set forth in precise detail the methods by which true coeducation could be achieved at Wellesley. Many policy decisions have accordingly been left by the Commission to be executed on an ad hoc basis by individuals or by committees. Because the program of coeducation is described only in outline, the cost data in Tables I-III may only provide a rough estimation of the personal and financial resources that will ultimately be required.

On reflection, therefore, the Commission's report may prove to be of greater use to the Board of Trustees and to the Academic Council as a document of self-study than as a blueprint for the future. It is questionable whether a politically constituted group, like the Commission, could realistically have been expected to prepare a truly professional analysis of the effectiveness of this or any academic institution. As elected representatives of our several constituencies, each of us has from time to time acted as a partisan, has been affected by considerations of status within a peer group, or has been influenced by personal loyalties: all of these factors have inevitably rendered our individual or collective judgment less objective. Perhaps even as self-study the value of the Commission's report may be limited. The difficulties we have encountered in our work point up the need for more intensive evaluation of our educational and administrative programs on a more professional basis.

The Commission's report also does not set priorities among its recommendations. Yet if, as seems likely, financial resources in the future will be limited, some choices must be made. My own ordering of priorities has changed considerably during the twenty-two months of the Commission's existence. At first I thought Wellesley's problems could be solved most effectively by instituting coeducation along the lines described in Section V. Now, because there seems to be increasing evidence and awareness that an institution dedicated to the education of women can serve effectively the interests and needs of women, I would give first priority to the implementation of all recommendations in Section II (including financial aid for Continuing Education students and Child Care). I would next put time and resources into setting up the administrative machinery described in Sections III and I. As far as Section V is concerned, I am convinced that we need more time and information to determine whether or not the proposed program for admitting men as degree candidates would in fact achieve the desired goal of an ideal environment for educating both men and women. Evidence provided over the next several years by additional admission statistics, the exchange programs with M.I.T. and Dartmouth, and by professional self-study, will help us to move toward this new social commitment without compromising our present services to society and without diminishing our present academic and financial strengths.

APPENDIX A

EDUCATIONAL PROGRAMS

Roger A. Johnson and Elizabeth J. Rock
September 1970

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LIST OF PROGRAMS

Faculty and Administration Agencies

- I. Committee on Educational Research and Development
Constituted and elected by Academic Council
- II. Director of Educational Research
Appointed by the President

Programs of Instruction

- IV. First Years Study
 - 1. Pattern A: Departmental Studies
Present pattern
 - 2. Pattern B: Independent Studies
Chartered by Academic Council
 - 3. Pattern C: Integrative Studies
Enacted by Academic Council
- V. Last Years Study
 - 1. Departmental Major
Present pattern
 - 2. M.A.T. program
Enacted by Academic Council
 - 3. M.A.C.T. (Master of Arts for College Teaching) program
Enacted by Academic Council
 - 4. Recommended for further study
 - a. First year medical (or other professional) school program
 - b. Master of Fine Arts
 - c. Area study degree programs
- VI. Middle Years Study

Recommended for further study by Committee on Educational Research and Development

 - 1. Exchange programs
 - 2. Foreign study
 - 3. Area studies
 - 4. Divisional field study programs
 - 5. Divisional interdisciplinary studies

PRELIMINARY COMMENTS

1. Assumptions

We have assumed that Wellesley in the future will continue to be a liberal arts college of academic excellence with a distinct, if not exclusive, commitment to the education of women.

2. Changing Patterns in Higher Education

Colleges and universities, like other institutions of our society, have become involved in increasing numbers in programs of change during the past five years. One publication, entitled simply Change in Higher Education, describes the range of innovative programs developed in established institutions together with the new colleges and universities founded specifically for some experimental educational goal. Such programs of change are not limited to the familiar process of redefining degree requirements and curricular offerings, but extend to alterations of more basic structures of education; for example, some colleges have abolished departments, others have abandoned a set curriculum of studies and still others have dropped multiple courses as the structure for learning.

We do not need to review the variety of factors which have contributed to such changes or the different ways in which institutions have responded to these new developments. However we would like to call attention to two principles on which the recommendations for change in this proposal have been based.

First, we acknowledge the excellent quality of Wellesley's present educational program. As members of the faculty, we are participants in a learning venture which we continue to find intellectually rewarding. We have also learned that a majority of our present students and former students have a high evaluation of their educational experience at Wellesley. Therefore none of our proposals is designed to abolish or replace the basic structures of a Wellesley education: the liberal arts curriculum and its courses; the academic disciplines, their departments and majors.

Second, while recognizing the quality of Wellesley's present education, we propose to take certain steps now to prepare for quality education in the future. No one has a crystal ball to foresee what form effective undergraduate education will take in 1975 or 1980. However experimental programs and test data do suggest that some forms of learning are more effective than others. We therefore propose to establish agencies for limited educational innovation and evaluation within the Wellesley program of education: a Director of Educational Research, a Committee on Educational Research and Development, and two new patterns for first year study. In this way, we hope to facilitate change in a gradual and orderly manner, commensurate with the experience and knowledge developed on our own campus.

3. Diversity and the Quality of Education

Basic to all of the accompanying educational proposals is the commitment to promote educational diversity on the Wellesley campus. We envision a future college in which students learn not only in different courses and different

majors but also in different total patterns which involve distinct structures and dynamics of learning. Two considerations inform this commitment to educational diversity.

First, we know that all students do not learn most effectively through the same kinds of learning experiences. The whole personality is involved in the learning process; the same incentive which motivates one student for learning may stifle the curiosity and repress the desire for knowledge in another. Each student brings to her college learning experience her own concerns and hopes for the future, her own abilities and deficiencies. We believe that a Wellesley student should be able to select from a variety of educational options that plan which best suits her intellectual abilities and her personal life style. For many students, this will be the present program of education, which we call Pattern A in the first years and a departmental major in the last years. Other students, however, might find alternative educational paths to be most effective for them. While educational uniformity may have advantages for the efficiency of administration, there is little reason to believe it is advantageous for the learning experience of the student. A quality education today is one that includes a significant range of options.

Second, we value diversity of learning styles as appropriate to the social environment of the contemporary college campus. The college, like our larger society, has become a community in which people learn to appreciate and respect those who share different cultural, social and personal styles of life. Wellesley College already provides opportunities for its students to encounter a diversity of social and cultural life styles through its admission policies, exchange programs, foreign study, and the East Boston-Wellesley program. We propose to enrich the diversity of the Wellesley campus by developing patterns of differing educational styles also.

We look forward to the day when Wellesley students may take pride in their chosen learning pattern, as being right and best for them without thereby needing to cast scorn upon other learning patterns different from their own. To learn to love and enjoy one's own style of learning, culture or social mores, without disparaging different styles of life, is itself a significant educational goal in our society.

4. Distinctions between the Lower and Upper Divisions of the College

We draw a clear distinction between the lower division (First Years Study) and the upper division (Last Years Study) of undergraduate education. The student entering the College has quite different needs from the student leaving the College. Thus lower division studies stress integrative or general learning situations; upper division programs stress specialized studies. We see these as two different emphases, not contradictory to each other, but complementary.

In the main body of this document, we describe in some detail a series of proposals for new programs in lower division and upper division studies. We wish to emphasize here that we do not consider our proposals exhaustive. Especially in relation to upper division studies, we have indicated additional programs which we recommend for further study. In the list of proposals we also suggest programs for the middle years which warrant further examination. We have described in detail only those proposals which could be considered within the limited time available for this project.

As background for your understanding of the new patterns in lower division studies and the M.A.T. and M.A.C.T. programs in upper division studies, we offer here a brief discussion of the educational goals and rationale for each.

A. Educational Goals

1. The integration of knowledge for a whole person in relation to her social context
2. The development of basic skills
3. The process of discovering, testing and making a commitment to a particular intellectual discipline
4. The acquisition of a high level of competency in a major subject and related subjects

We understand the first goal to include three dimensions of integrative learning experience. First, early college education should offer some exposure to the process of intellectual integration of different kinds of knowledge. The explosion of knowledge in recent decades has often resulted in a corresponding fragmentation of knowledge for the undergraduate student. Students in the lower division would participate in several learning situations in which faculty from diverse disciplines worked on subjects of common intellectual concern. Second, we are concerned for the integration of cognitive skills with affects, values and beliefs. The development of a highly organized technological society, on the one hand, and the emergence of a subjectivistic culture, on the other, have often left the young person in our society alienated. Academic considerations of Western cultural traditions may seem remote from the private experience, social concerns and counter-cultural forms of expression of students. All patterns would include a variety of learning situations in which the critical faculties of the intellect are related to the feelings, concerns and world view of a maturing person. Third, education in the early years should provide some opportunity for the undergraduate student to develop shared values and intellectual concerns with others in a community. The impersonal bureaucratic organization of society has often left the individual student isolated. In the new patterns of education, students would participate in at least one learning experience in which they would examine, through lectures, readings and seminars, a subject of common concern. This common core of intellectual experience could then be shared in the course of social contacts between students and faculty as well as in academic meetings.

We understand basic skills to include both understanding and expression. Understanding is the intelligent reception of sense stimuli, not only in relation to written texts, but also in response to sound, movement, color and form; other persons as individuals and as members of different cultures or classes; scientific processes and mathematical symbols. Expression is a person's active presence for others, not only in verbal and written forms, but also in physical action, feelings, artistic media, mathematical and scientific symbols, and forms of speech and action able to cross over social, political and cultural barriers. Students would be expected to develop a high degree of competence in several forms of the basic skills of understanding and expression.

We understand that the formation of commitment to a particular intellectual discipline involves several stages. Some first year students have a very clear

expectation concerning their major discipline of study; they should be able to confirm, or prove wrong, their original intention. Others might well need the opportunity to explore in some depth several disciplines of study before they find a field of their choice. Early in the first year a student would be encouraged to immerse herself in seminars in particular disciplines. These discipline seminars would be concerned primarily with communicating the basic methods and conceptual framework of a particular field of inquiry. A second stage would provide a student with opportunity to test her interest in a particular field by becoming an active participant in that field in some significant way. For example, if her interest were in the subject of history, she might choose to devote a significant block of time for a particular project of historical research and writing. If her interest were in the social sciences, she might utilize the resources of the Boston area for her particular study project. If her interest were in the natural sciences, she might avail herself, with the consent of appropriate College faculty, of necessary laboratory facilities. A student who has become an active participant in a particular field of endeavor is likely to have a higher motivation for further specialized study in that field than one who has only studied about it.

B. Reasons for Patterns A, B and C

1. Such diversity of patterns would significantly enrich the total educational experience of all Wellesley students; each student would be able to choose that pattern best suited to her interests and abilities.
2. Pattern A has proven effective for the majority of students presently enrolled in the College, as indicated by student questionnaires.
3. Pattern A might be particularly attractive to students in structured disciplines and for students who enter college with a clear commitment to a particular discipline.
4. Pattern B might prove effective in developing new educational procedures which might then be appropriated by the larger College.
5. Patterns B and C offer an educational possibility that would make Wellesley more attractive to new groups of prospective applicants, for example, students who have completed several Advanced Placement courses and who have already had some experience with independent study in their secondary schools.
6. The development of such patterns of education would allow the College to reaffirm its traditional goal of a quality liberal arts education for women with educational procedures explicitly designed to meet the changing expectations of secondary school students and the changing cultural context in which education now occurs.

C. Educational Goals for the M.A.T. and M.A.C.T. Programs

1. Exceptional competence in one or two academic disciplines
 - a. Both programs emphasize studies in the academic discipline(s) in which a student plans to teach; 50% of the M.A.T. and 75% of the M.A.C.T. are devoted to academic subject matter.

- b. Academic studies in both programs would build upon an already completed undergraduate major.
 - 2. Familiarity with the educational context in which teaching occurs and the psychological dynamics through which learning occurs
 - a. Both programs offer theoretical analyses and practical orientation to the appropriate educational environment (the secondary school or the community college).
 - b. Both programs offer study in the psychology of the adolescent together with appropriate prerequisites concerned with learning theory.
 - 3. Effective communication in the classroom situation
 - a. Both programs include two units of supervised teaching experience.
 - b. In addition, through participation in Patterns A, B and C, Wellesley students would have been exposed to a variety of teaching models and learning situations which could enrich their own work as a future teacher.
- D. Reasons for Establishing the M.A.T. and M.A.C.T. Programs
- 1. Both degrees are recognized as certifying competence for a particular vocation and are directed towards fields of growing opportunity. The M.A.T. is an established degree program for teaching in secondary schools. The M.A.C.T. is less well known as a degree, but is related to the need for teachers in the growing number of community colleges and junior colleges.
 - 2. Secondary school and community college teaching provides a practical vocational possibility for the life style of a woman. She may teach for a period of time, leave her vocation for another period of child-raising, and return again to this vocation at a later stage in life. Teaching in secondary schools and junior colleges is also a vocation which may be pursued in a great many cities and towns and does not depend on residence in a fixed geographical location.
 - 3. Through an M.A.T. and M.A.C.T. program, Wellesley College could make a significant contribution to the quality of education in our society by providing the means of certification for its graduates to extend their own educational experience into the lives of other institutions.
 - 4. The M.A.C.T. degree program would contribute to the development of new educational programs within the College itself, specifically Pattern C: Integrative Studies. Advanced Wellesley students could make a significant contribution to the learning experience of entering freshmen both as role-models and as discussion leaders.
 - 5. Neither program requires the high level of specialization characteristic of the Ph.D. degree and alien to the ethos of undergraduate education. The M.A.C.T. degree is specifically designed to equip a student with generalist teaching skills and competence in at least two fields of specialization.

6. Both of these programs would require only a modest increase in the instructional budget. Both programs would be concentrated in the academic disciplines in which the College already has teaching strength.

5. Educational Proposals and Economic Factors

The economic situation for private institutions of higher education today is not an encouraging one. Although Wellesley College is in a better financial situation than many other institutions, it would be irresponsible to submit educational proposals which require substantial increase in cost at the present time. We have considered the economic factor and have developed programs so as to reallocate rather than increase use of resources. For example, we have compensated for the increased use of faculty in first year colloquia by the use of teaching assistants in other units of Pattern C. Finally, we expect that some of the costs involved in innovative first year programs and new degree programs for the upper division would be recovered by foundation grants explicitly designed to promote innovations in undergraduate education and degree programs for teaching in secondary schools and junior colleges.

6. Note Concerning Evaluative Procedures

We have intentionally excluded specific recommendations on the subject of grading. The accompanying proposals imply that multiple evaluative procedures would develop that were appropriate to the different disciplines, educational patterns and levels of work. A uniform system of grading is not consistent with the principle of educational diversity.

The Curriculum Committee is presently studying the grading system and its recommendations would apply to Pattern A and the departmental major. We have specified that the evaluative procedures for Pattern B would be determined by the faculty of Pattern B in consultation with students (see page 86, l.d.(2)(a)). We also assume that grading procedures would be developed that were appropriate for Pattern C and the M.A.T. and M.A.C.T. programs.

I. *COMMITTEE ON EDUCATIONAL RESEARCH AND DEVELOPMENT

A. Membership

1. Faculty: 5
2. Administration: 1
3. Students: 3

B. Qualifications

1. Faculty: one representative elected by each of the three groups of departments; two members elected at large. The Nominating Committee, in presenting candidates, shall seek to insure maximum diversity by taking into account representatives from large and small departments, senior and junior faculty, and structured as well as unstructured disciplines.
2. Students: one representative from the Sophomore, Junior and Senior classes

C. Selection

1. Faculty: elected by ballot prepared by Nominating Committee
2. Administration: Director of Educational Research

D. Term

1. Faculty: three years
2. Students: three years

E. Chairman: Director of Educational Research

F. Functions

1. Gather information concerning research and innovative programs in higher education
2. Receive and consider student and faculty proposals for new educational programs
3. Examine questions of long-range educational policies
4. Develop educational pilot projects
5. Evaluate special educational programs
6. Recommend programs and policies to Academic Council

G. Authority: act with power in initiating educational pilot projects subject to the veto of the Dean and the following restrictions:

1. The Committee may not change existing legislation.
2. The Committee may not make fiscal decisions.
3. An individual program may involve no more than 10% of the student body.
4. A pilot project may exist for no more than three years.

H. Operations

1. The Committee shall periodically hold open meetings to solicit faculty and student views concerning issues in educational policy.
2. The Committee may recommend that a pilot project be adopted by Academic Council as a continuing program of study.

I. Reporting

1. The Committee may report to Academic Council at any time.
2. The Committee shall report annually to Academic Council.

J. Recommendations

1. After six years, there shall be a mandatory review by Academic Council concerning the continuing existence of this committee.

K. Procedures for establishing Committee

1. The Committee shall be a starred committee.
2. The Committee should be constituted by action of Academic Council.
3. All faculty shall be eligible for election to this committee, except those now serving on the four committees elected by preferential ballot.
4. The present Committee on Educational Policy shall be dissolved.

II. DIRECTOR OF EDUCATIONAL RESEARCH

A. Appointed by the President

B. Position in administrative organization: responsible to the office of the Dean

C. Functions of the Director of Educational Research

1. Serves as chairman of the Committee on Educational Research and Development.
2. Sits as a non-voting member on the Curriculum Committee.
3. Conducts research in the field of higher education.
4. Serves as liaison between departments and special educational programs.
5. Collaborates with the Development Fund office for funding of such programs.
6. Collaborates with College Information office to prepare information on such programs for students and other interested parties.
7. Administers special educational programs.
8. Develops procedures for evaluating such programs.
9. Oversees area studies and interdepartmental programs.

D. Qualifications for the position

1. Familiarity with Wellesley faculty and programs of instruction
2. Previous experience and/or training in research in the field of higher education
3. Ability to enlist cooperation of faculty in new programs of instruction and styles of teaching

III. FIRST YEARS STUDY

A. Options

1. Pattern A: Departmental Studies
 - a. Normally four units of regular curricular offerings in each of the first four terms; the present pattern
 - b. Open to approximately 45% (220 students) of the entering class

2. Pattern B: Independent Studies
 - a. A two-year individually structured, residential learning program
 - b. Open to approximately 10% of the freshman and sophomore classes (about 100 students total)
 3. Pattern C: Integrative Studies
 - a. Curriculum
 - (1) Four units of study in a first-year special program consisting of integrative lectures and discussions, colloquia and directed projects
 - (2) Four units of study in a first-year regular curricular offerings
 - (3) Eight units of study in second-year regular curricular offerings
 - b. Open to approximately 45% (220 students) of the entering class
- B. Procedures
1. All students would be admitted to Wellesley College without regard to patterns.
 2. After admission, students would be invited to select a particular pattern.
- C. PATTERN B: INDEPENDENT STUDIES
1. Description
 - a. Student Constituency
 - (1) Wellesley students who seek a liberal arts education through seminars and independent study in their first two years should apply.
 - (2) Approximately 50 freshmen and 50 sophomores would be enrolled each year. (For the first class, 50 students from the freshman class and 50 entering freshman would be selected.)
 - (3) A faculty and student committee would select Wellesley students qualified to profit from an independent studies program and representative of the academic, geographic and ethnic diversity of the first-year Wellesley College class.
 - b. Faculty
 - (1) One faculty coordinator, appointed by the Dean in consultation with the Educational Research and Development Committee, would have half-time administrative responsibilities and half-time teaching duties.
 - (2) The faculty coordinator, in consultation with the Dean and the Educational Research and Development Committee, would invite others to form the first faculty staff for Pattern B; in most cases they would be selected from the ranks of Wellesley faculty.
 - (3) Seven to ten faculty would teach full time in this program.
 - (4) The faculty of Pattern B would recommend subsequent faculty appointments in consultation with appropriate departments of the College and subject to the approval of the Committee on Faculty Appointments.
 - (5) The criteria of competence and diversity of fields would apply to faculty appointments for Pattern B; in addition, two special criteria apply to these appointments

- (a) Such faculty should be willing to work closely with colleagues from other disciplines on subjects of common intellectual concern.
 - (b) Such faculty should be effective in guiding the learning of lower division students in seminars and independent study.
 - c. Residential Facilities
 - (1) All students would live in one dormitory.
 - (2) Faculty offices and some seminar rooms would also be available in this dormitory.
 - (3) Faculty could be frequent guests at noon and occasional guests for dinner at dining facilities.
 - d. The Relation of Pattern B to the College
 - (1) Pattern B as a part of Wellesley College
 - (a) Pattern B would be "chartered" for a five year period of time, after which it could be dissolved, continued or reformulated.
 - (b) The Committee on Educational Research and Development would oversee faculty appointments and development of educational policies.
 - (c) The appointment of faculty new to Wellesley College for Pattern B would be made in consultation with the appropriate department of the College and with the approval of the Committee on Faculty Appointments.
 - (d) A student in Pattern B would be able to participate in all or portions of lecture and laboratory courses in the College with the consent of course instructor; her tutor would evaluate her work.
 - (e) A student who completed two years of study in Pattern B would be able to enroll in any 200-level course without prerequisite; a department might require the student to establish her eligibility for 300-level courses.
 - (2) Pattern B as an autonomous unit
 - (a) All curricular units, evaluation processes, instructional methods, and procedures of governance would be determined by the faculty of Pattern B in consultation with students.
 - (b) The faculty of Pattern B would determine the means through which students fulfilled college distribution requirements and language requirements normally completed during the first two years.
- 2. Forms of Instruction in Pattern B
 - a. A common lecture series with accompanying seminars
 - (1) The subject for the lecture series in any given term of study would be determined by the faculty and student body of Pattern B. It would be a comprehensive and integrative subject of inquiry; for example, Political Power and Justice; Values in Crisis; Asian and Western Views of Evil; Human Freedom in Western Culture.
 - (2) In any series, several faculty would give lectures according to their special fields of competence.

- (3) All faculty and all students would pursue common readings in conjunction with this series and would meet in seminars to discuss both lectures and readings.
- b. Discipline seminars
 - (1) All students would participate in seminars in several different divisions of learning.
 - (2) Such seminars would not offer an introduction to or survey of material in the field, but would focus on a limited subject of inquiry to illustrate how one proceeds to ask questions and seek answers.
- c. Tutorials for independent study
 - (1) Most of a student's work would take the form of a tutorial program of study.
 - (2) Faculty would help a student design both programs for study and projects requiring the active involvement of the student so as to be appropriate to the interest and ability of a particular student.
3. Procedure for Establishing Pattern B
 - a. Subject to the approval of College Trustees, the Commission on the Future of the College would bring this recommendation to Academic Council for action.
 - b. Costs
 - (1) Initial costs
 - (a) Additional faculty salaries for planning during the preceding summer
 - (b) Remodeling costs of dormitory
 - (2) Continuing costs
 - (a) Per-student instructional costs should be equivalent to such costs in the College.

D. PATTERN C: INTEGRATIVE STUDIES

<u>Term I</u>			Reading period & exams	<u>Term II</u>			Reading period & exams
Regular Course (1 unit)		Regular Course (1 unit)					
Regular Course (1 unit)		Regular Course (1 unit)					
Unit One (1 unit)	Unit Two (1 unit)	Unit Three (1 unit)		Unit Four (1 unit)			
← 6½ weeks →	← 6½ weeks →	← 6½ weeks →		← 6½ weeks →			

1. Four units of study would be elected from regular curricular offerings, two units each term.
2. Four sequential units of study would be elected.
 - a. Unit One: integrative lectures and discussions
 - (1) Unit One would meet during the first half of Term I.
 - (2) Unit One would be designed to
 - (a) Introduce the student to the process of critical inquiry
 - (b) Make the social, political and cultural concerns characteristic of the first-year student the focus of the inquiry

- (c) Demonstrate the ways in which diverse kinds of knowledge are related through an interdisciplinary process of inquiry. For example, social and political issues prominent in students' contemporary experience would be related to the expression of similar concerns in the literature, art, philosophy and religions of the past.
 - (3) Four different topics would be offered in Unit One; for example, Ecstasy in the East and West; Revolutionary Ideologies, Past and Present.
 - (4) Each student in Unit One would elect one topic. For each topic, not more than 60 students would meet for two seventy-minute lectures per week; they would also meet in sub-groups of not more than 15 for two seventy-minute discussions per week.
- b. Unit Two: colloquium
 - (1) Each colloquium would be designed to expose the student to a particular discipline of study, not by survey of content or by a consideration of pure methodology, but by examining limited segments of material so as to communicate a manner of asking questions and developing procedures of inquiry.
 - (2) The colloquia would be offered during the last half of Term I.
 - (3) Each colloquium would be limited to an enrollment of 12 students
 - (4) Each colloquium would meet for four seventy-minute periods each week.
 - (5) Eighteen colloquia from a diversity of disciplines would be offered in Term I.
- c. Unit Three: colloquium or integrated lectures and discussions
 - (1) Two of the topics presented in Unit One and nine of the colloquia from Unit Two would be offered again the first half of Term II.
- d. Unit Four: directed projects
 - (1) In the last half of Term II, half of a student's work load would be a particular project (individual or group) in her chosen field of study.
 - (2) Each project would be supervised by a teaching assistant.
 - (3) A directed project would develop out of a student's prior work in a colloquium or a topic of integrative studies
 - (4) A directed project would provide the student with the opportunity to test her interest in a particular field of study by doing a project characteristic of that field.
 - (5) Such projects might include research in the library for students in the humanities, an experiment in the laboratory for a student in the natural sciences, or a field study project in the city for a student in the social sciences.
- 3. Faculty teaching load
 - a. The following is an estimate of faculty teaching units required for this program:
 - (1) Integrative lectures, Term I 8
 - (2) Colloquia, Term I 18

- (3) Integrative lectures and colloquia, Term II 13
- (4) Directed projects 0
- (The teaching load for faculty supervising teaching assistants is included in the fourth-year program.)

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- b. Thirty-nine faculty teaching units for 880 student learning units (220 students times four units of studies). This would equal a student-faculty ratio of 17 to one. (39 faculty teaching units divided by 6 -- the normal faculty teaching load -- equals 6.5 full-time faculty; 880 student learning units equal 220 half-time students: $220/6.5 \times 2 = 17$.)
- 4. Administration
 - a. General responsibility for the program of integrative studies, like similar programs, would be assumed by the Director of Educational Research.
 - b. Each topic in Unit One would be the responsibility for one of the participating faculty.
 - c. The Director of Educational Research would assist faculty in developing topics for Unit One and arrange faculty time for lecturing.
 - d. Each of two faculty teaching in the last years study program would be responsible for supervising nine teaching assistants working with the students on directed projects.

V. LAST YEARS STUDY

A. Options

- 1. Department major: B.A. degree according to Articles of Government with 32 units
- 2. M.A.T.: B.A. and M.A.T. degrees with 36 units
- 3. M.A.C.T.: B.A. and M.A.C.T. degrees with 40 units
- 4. Others

B. Procedures

- 1. Students would be advised during their first two years concerning last years' options in order to plan appropriate programs of study.
- 2. Depending upon the number of credits earned through Advanced Placement, summer school and Wellesley fifth courses, a student might
 - a. Normally complete the B.A. departmental major in three to four years
 - b. Normally complete the B.A.-M.A.T. in four years
 - c. Normally complete the B.A.-M.A.C.T. in four and a half years
- 3. Normally the B.A. degree would be awarded at the same time as the M.A.T.

C. The B.A. and M.A.T. degree program

- 1. Prerequisites for the eight-unit M.A.T. program
 - a. Twenty-eight of 32 units required for B.A.
 - b. All other B.A. requirements including language, distribution requirements and requirements for the major
- 2. Eight-unit M.A.T. program

- a. Term I
 - (1) Two units at 300 level in major discipline and/or related discipline
 - (2) Education 300: The Secondary School
 - (3) Psychology 3XX: The Psychology of the Adolescent
- b. Term II
 - (1) Seminar in major discipline
 - (2) Discipline 360: The Teaching of . . . in the Secondary Schools
 - (3) Supervised teaching
 - (4) Education 302 and 303
3. Faculty resources
 - a. Three of the eight units in the M.A.T. program would be specialized studies in the major or related discipline in addition to the B.A. major requirements. No additional staffing would be required.
 - b. Three units in education (Education 300, 302 and 303), in addition to education prerequisite courses, are presently offered by the Department of Education. No additional staffing would be required.
 - c. A new course, Psychology of the Adolescent, a 300-level course in the Psychology Department, would be added to the curriculum.
 - d. Funds would be required for the teaching of Discipline 360: The Teaching of . . . in the Secondary Schools. In the past, a member of the College faculty has worked in cooperation with a secondary school teacher in guiding a student's examination of the curriculum, methods and resources available for the teaching of a particular subject matter.
- D. The B.A. and M.A.C.T. degree program
 1. Prerequisites for the twelve-unit M.A.C.T. program
 - a. Twenty-eight of 32 units required for the B.A.
 - b. All other B.A. requirements including language, distribution requirements and requirements for the major
 2. Twelve-unit M.A.C.T. program

First Term		Second Term		Third Term
1. Discipline 300 level		1. Discipline 300 level		Four units of 300-level study in major discipline and related discipline
2. Psych. of Adolescent, 3XX		2. Ed. 4XY; Evaluation		
Discussion	Education 4XX:	Seminar in College Teaching		
leader or	Nature of the	Lecture or 350 or	350	
Discipline	College	discussion leader	project	
350		or intern	director	
			350	

- a. Each student shall complete seven units of study in academic disciplines.
 - (1) These units shall be divided among two related academic subjects so that a student may be competent for teaching in two distinct but related fields.

- (2) A maximum of four units of credit in 300-level discipline studies may be transferred into the M.A.C.T. program from another institution.
- b. Each student shall complete three units of courses in Education and Psychology.
 - (1) Education 4XX: The Nature of the College
 - (2) Education 4XY: Evaluative Seminar in College Teaching
 - (3) Psychology 3XX: Psychology of the Adolescent
- c. Each student shall complete two units of practice teaching in two of four different capacities.
 - (1) Discussion leader for freshman sections in integrative studies
 - (2) Lecture responsibilities for integrative studies in Term II.
 - (3) Junior college internship
 - (4) Director of individual projects for first-year students

SOURCES CONSULTED

I. Books

- Gaff, Jerry G., The Cluster College (San Francisco: Jossey-Bass, Inc., 1970).
Eurich, Alvin C., ed., Campus 1980 (New York: Delacorte Press, 1968).
Martin, Warren B., Alternative to Irrelevance (Nashville: Abingdon Press, 1968).
Spurr, Stephen H., Academic Degree Structures: Innovative Approaches, Carnegie Commission on Higher Education (New York: McGraw-Hill, 1970).
Tussman, Joseph, Experiment at Berkeley (New York: Oxford University Press, 1969).

II. Unpublished papers, conference reports, and materials describing inner college programs

- Koonce, Howard L., "Collegiate Federalism: The New Wave," unpublished paper.
"The Learning Community: A Proposal," Reed College, January 1970, unpublished paper
Papers and transcripts of discussion, Residential College Concept in American Higher Education, conference at University of North Carolina, October 1967.
Papers and transcripts of discussion, Conference on Residential College, Michigan State University, November 1969

Descriptive materials on the following: Magnus College at St. Olaf College; Jefferson House at Florida Presbyterian College; Justin Morrill College at Michigan State University; Bensalem House at Fordham University; Residential College Program, University of North Carolina; the Residential College, University of Michigan

III. Curricular studies and proposals

- Special note is made of studies and proposals made by the following: Colorado College, Hampshire College, Vassar College, Wells College, Swarthmore College, and Stanford University

IV. Miscellaneous papers prepared for or by the Wellesley College Commission

V. Periodicals

- Change: The Magazine of Higher Education
The Research Reporter (Berkeley)

APPENDIX B

A SUBURBAN-REGIONAL STUDIES PROGRAM

Arthur M. Katz and Alice B. Robinson
September 1970

Introduction

We see around us a deepening and expanding environmental crisis: pollution, ecological imbalance, physical decay, and social disruption of our communities represent just a few of the serious problems we face. Thus it is natural that there has been an upsurge of interest in the environmental and urban areas recently. However, as of 1970 the nation's suburbs, with over 71 million people, have become the largest sector of the population, exceeding for the first time both the central cities (59 million) and all the rest of the country outside metropolitan areas (71 million). Suburbs, through their numbers, wealth, and political power, hold one of the keys to the solution (or non-solution) of the problems mentioned above. A program focusing on suburban-regional studies could deepen our understanding of these problems and perhaps contribute in some measure toward their solution.

The success of a Suburban-Regional Studies program would depend on its form and direction, and particularly on whether a symbiotic relationship could be developed between the present institutional structure (the academic departments) and the program. The program should fulfill the type of role that is inhibited by the normal academic divisions, that is, it could generate interdisciplinary interactions over a broad range of significant issues. The program would provide an opportunity for students, faculty members, and community people with diverse interests and different perspectives to be drawn together to discuss and analyze problems which are broad in scope and of common concern.

The program's conceptual approach therefore represents an expansion of our present educational framework. It indicates that additional educational structures are needed to perform the complementary function of integrating and broadening various departmental perspectives. Presently, in order to deal effectively with the vast expansion of accumulated knowledge and information within almost every field, we have tended to attack and concentrate on ever-narrowing areas of study. To develop expertise within any discipline, the educational process has required a narrower rather than an enlarged intellectual perspective. While this approach has been very effective and creative in many instances, it neglects the unique properties of many complex areas. Such an approach can thereby contribute to serious errors of judgment when one is analyzing and defining particular fields of study. Because an educational program with a number of departmental courses in a variety of related areas would not provide the necessary conceptual framework, we must develop an integrative framework for suburban-regional studies.

This framework would bring together participants from different disciplines with a variety of conceptual tools to generate both new methodology and creativity.

Moreover, the interdisciplinary approach would indicate areas of new disciplinary knowledge that must be obtained in order to answer some of the questions raised during our broader analysis. The program would act as a mechanism for the growth and development of the interdisciplinary perspective within the College. It would allow new educational methods and approaches to evolve. The program would utilize the suburban location of the College, and the surrounding region, for research, field work, and community service, so that its integrative framework would transcend the narrowly "academic." Such a program could provide a significant educational opportunity through which students might see a new relevance for their more traditional disciplinary courses and perspectives.

Recommendations

1. That Wellesley College develop a Suburban-Regional Studies program as an autonomous and interdisciplinary unit
2. That the College provide the requisite monies for staff, physical plant, and program
3. That the program have a director, secretary, separate budget, and control (analogous to that of a department) over its curriculum, sub-programs, research, and other pertinent matters
4. That the program develop a strong environmental component
5. That the program develop a strong town-of-Wellesley component
6. That the program develop workshops, conferences, summer institutes, and lecture series to enhance its value as an educational resource both to the College and to the larger community

Conclusions

There are a number of prerequisites for the success of the program. These consist of (1) curricular and administrative autonomy (analogous to that of academic departments), (2) adequate financial resources to institute programs, (3) a strong director, (4) a clear commitment from the College both to the program as a whole and to active cooperation with the town of Wellesley on matters of common interest to the College and to the local community.

Concept and Curriculum of the Suburban-Regional Studies Program

Concept

Such a program would provide exposure to concerns and problems related to suburban-regional studies. It should try to be flexible enough to satisfy a wide range of interests among students and faculty in social sciences, humanities, and sciences. Moreover, there should be a variety of educational experiences -- conceptual courses, problem-oriented courses and seminars, basic research, field work, workshops, and conferences -- to complement and reinforce this approach.

The program would provide for involvement in meaningful basic research and problem-solving projects, thus enabling students to develop a personal as well as an intellectual commitment. Field work, workshops, conferences, and seminars would allow formal and informal contact with various individuals outside the College community and opportunities for creative analysis and in-depth exploration. There should be a constant flow of people and ideas into the program, with a flexible and innovative framework to permit their integration into the present educational context. The program could draw a varied group of participants -- lecturers, professionals, community representatives, public officials, and members of the Boston metropolitan academic community -- to the campus.

Curriculum

The curriculum would take an all-encompassing approach to suburban-regional problems; that is, it would examine social, cultural, economic, political, and environmental components. It should provide some types of experience that would permit the student to get initial exposure to the questions involved in an area, followed by a basic core course to examine different approaches and to provide conceptual tools fundamental for an understanding of the area. Some consideration (planning and methods) would have to be given to preprofessional course(s) if we wanted to develop a problem-solving orientation as one of the options for concentrators.

The program would, however, imply a strong background in one or more of the formal disciplines so that the student's training would have some focus. This approach does not preclude a formal major in the suburban-regional studies area or individually designed majors -- in fact, the latter would be encouraged -- but it would emphasize the necessity of developing a cohesive perspective for concentration in this or related areas. The program therefore would encourage flexibility without superficiality.

Course structure and content should be formulated in such a way as to facilitate maximum interaction among participants and to develop and reinforce student initiative and participation at all levels of competence. Seminars, presentations, research projects, and student-taught colloquia could be some of the alternatives used. Since an interdisciplinary approach is essential and because the curriculum would be continuously evolving, there should be strong incentive for faculty members to work together in developing new and even temporary courses. The strength of the program would depend on whether its curriculum consisted of courses that represented a rethinking of concepts through interdisciplinary interaction or simply old courses with new names. If the latter were to prevail, the program would never fulfill its goals. Therefore, many of the courses should initially be generated within the context of the program rather than being drawn from present course offerings.

Possible Structure for the Curriculum

A. Work for freshmen. If the present educational pattern continues, freshmen colloquia on various problems could be used. If the Johnson-Rock proposals were to go into effect freshmen might have several options. In Pattern A

freshmen-level courses should be available to introduce students to regional and environmental studies. Under Pattern C students would be able to take an integrative course, colloquia, and research in regional and/or environmental studies. Two alternatives should be possible so that a social science or science path could be followed. A lecture series at night for students and the community, perhaps combining both perspectives, for example, The Environmental Problems of the Suburbs, would also be fruitful.

B. Sophomore work. We would suggest offering two alternative core courses at the sophomore level. One course would have a suburban social science orientation and the other a science-oriented environmental emphasis. Because of the complexity and ramifications of these particular problems, both perspectives are essential. Students from both perspectives could come together in upper-level seminars, thus fulfilling our goal of a broad interdisciplinary educational experience. Each course would be a year long, divided perhaps into four segments and taught by various faculty members (depending on enrollment), with a staff member responsible for its general direction. Each student would choose a project for the year, perhaps field work of some kind, under one of the faculty members involved. During the last portion of the second semester the classes could be broken down into groups of eight to ten students, plus at least one faculty member, to evaluate and discuss student presentations of projects.

Students would be encouraged to concentrate in a traditional discipline or set of disciplines in order to develop a strong competence in one area with a broad understanding of related areas.

C. Upper-level interdisciplinary courses. Some lecture courses, but mostly seminars or workshops as well as advanced courses within departments, would be available, along with research projects. For students seriously interested in a career in planning or related work there should be a course at the junior level in models of various systems: suburban, urban, ecological.

D. Advanced interdepartmental seminars. These seminars would cover a large, complex area in conjunction with a senior research project for students, individually or collectively. The seminar might run a full year and deal with two or three general concepts and specific topics, or it might be broken into semester units if a full year seemed too restrictive, given the new flexibility of students' programs, with leaves of absence, January graduation, and the like. In any case, the seminar would serve the function of a 350 type of experience. The essence of the approach would be to provide an appropriate setting for close interaction between students and faculty. Each participant would present, discuss, and defend material from a variety of perspectives. Seminars would be limited in size to insure the maximum interaction among participants.

The above presentation indicates the type of course options that would be suitable for this program. A large core curriculum would be inappropriate, since there are many diverse possibilities for developing a meaningful concentration. Scientific, social science, and humanistic approaches all seem appropriate within the program; therefore, an individual major appears the most useful possibility.

The following are some individual course suggestions for categories A, B, C, and D of the curriculum, as outlined above.

A. Work for Freshmen

Under the present educational pattern several colloquia or introductory courses might be offered in this area. Under Johnson-Rock Pattern C similar courses might be offered, but within the context of the first-year course pattern. Our illustrations are geared to Pattern C; courses could, however, be easily adapted to present curricular structure.

Pattern C

Unit 1: Integrative

- a. Technology and Environmental Problems. A historical view of the impact of technology on society and the types of environmental problems that have developed.
- b. Environment and Humanistic Problems. Questions dealing with aesthetics and perception, and also philosophical conceptions of the relation of man and nature.
- c. The Urban System. An introduction to the problems of urban areas from several different perspectives -- social, economic, physical and environmental. Emphasis on the urban areas as a system, i.e., urban issues seen within the framework of their interrelatedness to the whole urban context.

Unit 2: Water Pollution; Air Pollution. Chemistry taught from the perspective of either political science or economics.

B. Sophomore Work: Core Courses

1. Contemporary Challenges for the Suburbs. Such a course could begin with an exploration of the post-World War II phenomenon of suburban growth: types of suburbs, similarities and differences; their place in the overall demographic picture; changes in the past 25 years; sampling of internal problems; relation to rural, urban, regional, and national concerns. The second segment of the course could be a study of the town of Wellesley, including its history, and identification of the challenges (or problems) that townspeople see the town as having. This identification could involve interaction between college students and a wide range of townspeople -- of varying ages, occupations, ethnic backgrounds, religions, length of residency, points of view. It would be illuminating for college students to discover how local high school adolescents (maybe also junior high), housewives, professionals, commuter executives, laboring people, storemen, town officials (police?) view the town, its strong and weak points. In the third segment individuals taking the course would select one of the problems identified and study it in greater depth, perhaps in conjunction with some local group interested in the same problem. The final segment of the course could be an analysis of what was discovered -- an attempt to understand the various problems themselves and the variety of ways in which they are viewed by different people.

2. Human Ecology. A core course for science-oriented students interested in environmental problems. This course would be open to all students and might satisfy part of their non-laboratory science requirement. However, a pre- or co-requisite would be one chemistry and one biology course.

Segment 1. Introduction to Ecological Problems. An introduction to the general concepts of ecology, especially ecological systems. Emphasis placed on general problems on world-wide and regional scales.

Segment 2. Population, Resources, and Power. Examination of power options and resources availability and future needs. Demography. Impact of population on food supply, and general resource and environmental problems.

Segment 3. Environmental Disruption. Pollution, waste disposal, pesticides, land use, and other environmental problems.

Segment 4. Research and Field Work. Individual basic research project or examination of Boston metropolitan area as case study. Not necessarily restricted to scientific perspective alone. Student presentations. Research and field work as an alternative may begin earlier, with course work and research going on simultaneously.

3. Models for systems: Suburbs, urban, ecological. Modeling for various problems including using computer. Required for major. Computer and mathematics would be pre- or co-requisites.

C. Possible upper-level interdisciplinary courses

1. Components of the Budget of a Suburban Town. On the theoretical level, such a course could include the kinds of expenditures necessary for a suburban community, the alternatives and choices that are involved, and methods of decision-making. It could become very specific by dealing with the town of Wellesley's budget and the tax-rate structure. Such a course would draw on the disciplines of economics, politics, psychology, sociology, and perhaps also ethics and aesthetics. Students could attend hearings, talk with members of the Planning Board and Advisory Committee, sit in at the annual town meeting evenings. They could analyze the items in the warrant, the arguments for and against, the outcome, and the implications of the decisions made.
2. Environmental Problems of Suburbs. An in-depth look at the major environmental problems of the suburbs: water pollution, waste disposal, land-use and conservation problems. Field work with the Wellesley community, development and participation in workshops for local community, local officials, and officials and representatives of community groups from several closely connected suburbs in the area.

3. Environment and Human Behavior. Physical and social environments and psychological perceptions that shape behavior through physical milieu and social environment such as psychology, anthropology (cross-cultural), art, and sociology.
4. Politics of Environmental Problems. Such a course could focus on one or more theoretical problems and then go on to case studies. For example, fluoridation as an issue in Wellesley.
5. Resources, Population, Foreign Policy. Economic directions, distribution of available resources, diplomatic and economic relations. Imperialism economics, political science, demography, science-technology.
6. Technology and Social Systems. A historical examination of the effects of technology on social systems. The use of technology by present social systems in connection with environmental disruption and attitudes toward growth. Possibilities for changing present technological patterns under different social systems. Economics, political science, sociology, science.
7. Art and Perception. Examination of the psychological concept of perception. Exploration of how artists create an environment. Historical and cross-cultural examination of this idea.
8. Language, Aesthetics, and Perception. Examination of the influence of language on aesthetic values and environmental perceptions. Art, anthropology, psychology, linguistics-literature.

D. Possible advanced interdepartmental seminars

1. Seminar on the roles of suburban women. What it means to be a woman in a suburban setting. The students could use as a major resource women in the town of Wellesley -- young, middle-aged, old; homebodies, active volunteers, professional women; single women, married women with children of various ages, or no children. Readings from works in the past and the present would help put the findings into perspective.
2. Seminar on community crisis and its resolution. Various suburban communities have had crises which shatter, for a time, the outwardly placid surface of suburban living. One or more such crises could be studied in an attempt to understand competing value systems, life styles, reactions to social change. The town of Wellesley has had several such crises in the past few years, any one of which could serve as a focus, with the study of experiences of other communities providing comparisons and contrasts.
3. Suburbs-Cities: Problems of Regionalism. Examination of various problems that must be solved on a regional basis: transportation, open spaces, recreation and conservation lands, pollution, housing. Examination of conflicts and commonality between suburbs and urban area. Analysis of the dependence of urban areas on suburban support on various issues. The East Boston-Wellesley program

might be one focus for the study. Development of workshops and presentation for community groups and public officials. Economics, political science, science, sociology, history.

4. Technology and Environmental Disruption. An in-depth look at present and future trends in use of technology. Impact of technology on social as well as physical environments. Present and future environmental problems.

Innovative courses. One of the goals of the program, and especially of its curriculum, would be to provide a framework which would allow new ideas and points of view to evolve. This would take the form of encouraging the development and implementation of new interdisciplinary courses. Because we must do more than verbally support innovation, a significant effort would have to be made to provide formal mechanisms that would make these undertakings attractive and feasible.

Permanent seminars. New multidisciplinary courses developed by at least two faculty members from different departments would be encouraged. To make this enterprise attractive, some sort of incentive system, perhaps a reduced teaching load for the semester when the course was first taught, could be instituted. (This reduction is in anticipation that faculty members would bring to bear their full energies and creativity on the development of the course, and perhaps related research. Moreover, it would provide the opportunity for faculty members to reorient themselves towards the suburban-regional area in their major academic work.) Detailed proposals would be solicited, and a choice among proposals would be made by the Executive-Advisory Committee (discussed below). It is hoped that this procedure would lead to a number of diverse courses with perspectives relevant to suburban-regional studies.

Temporary seminars. These would be one-semester courses, taught preferably by two or more faculty members or staff, on current topics. They would deal with topics that are of current or perhaps imminent concern, but would probably not be suitable as permanent courses. However, encouragement would be given for extracting suitable material from the course to form the basis of a more permanent course offering. An example of such a course is The Boston Metropolitan Transportation Problem: Alternatives and Impact. Within the next two years, significant decisions will have to be made on transportation alternatives in this area. Examination of the development of this problem, alternative solutions, and probable impacts of these alternatives, especially on the physical and social environment, would be considered. This could be the basis for a permanent course on the problems of transportation and its impact on urban and suburban life and environment, with Boston being one case study instead of the primary focus. Members of various departments such as sociology, the sciences -- biology, chemistry, or physics -- political science, economics, urban planning, might be involved with this course.

Student-run workshops and seminars. These would be experimental courses taught primarily by students, but with interested faculty members as participants. They would be informal but scheduled on topics of students' choosing. Money could be provided for outside lecturers under the normal arrangements for seminars. The course(s) would complement other innovative courses but represent student contributions to the program. The question of credit could be satisfied

by a comprehensive paper, similar to papers written for reading courses. An example of such a course might be the planning and presentation of a lecture series for the community of Wellesley, analogous to the one on "Perspectives on Social Change," or "The Quest for Community." Student planning, advance reading of works to be listed in a bibliography, and arrangement of the lectures or group discussions would be a valuable learning experience in community education and in students' own intellectual and social awareness. Such a series could also involve students with community people, again relating their academic and outside-world experiences.

Long-term Research Projects

The program should include a number of research activities consistent with its major function of educating undergraduates in the problems of the suburban-regional system. These would enrich undergraduates' experience and broaden their understanding of the nature of these problems. The projects should be geared to a problem-oriented framework with considerable opportunity for student field work. The activities should provide the basis for meaningful research that would satisfy the needs of students and faculty. In terms of the Boston metropolitan area, these projects could also provide a service to the region by helping to develop source material to generate communication between various regional groups such as urban-suburban, suburban-suburban, and urban-urban public officials and community groups. Finally, these projects should strongly reinforce all other elements of the program by complementing some sub-programs, through conferences, and giving substance to others, through research and seminar activities.

A number of faculty members in political science and sociology have laid the groundwork for these types of projects. With the basic orientation and interests of many students and faculty already having been expressed in various ways, such as the East Boston residence, and high enrollment in urban studies courses, this opportunity should not be overlooked. Following are suggestions for two projects dealing with suburban-regional problems.

A. Regionalism: Urban-Suburban Relationships. This would be a continuing project to compare and contrast the nature of the physical and social environment of urban and suburban communities. It would explore the potential for regionalism, and thus examine the areas of urban-suburban conflict and compatibility of needs, priorities and values. The project would be able to utilize the East Boston-Wellesley program (including the residence) for teaching. Wellesley should also establish a firm relationship with other communities, such as Model Cities in Boston and a working-class suburban community. However, the relationship with all these communities should be reciprocal; the goals would be not simply to examine them but to provide a service by supplying information and expertise to help them deal with their problems.

B. Suburban Problems. This aspect of the program would treat the general problems of suburban communities, especially in relation to environmental concerns. It would be an attempt to understand the unique nature of the suburbs in terms of economic, social, and political structures and patterns. Students would use this knowledge to look at the complex nature of suburban communities and analyze appropriate means for effective and collective action. This

material would be helpful also in the broader context of a theoretical and problem-oriented approach to regionalism. In both of these areas, Wellesley's important contribution would be to develop the suburban component and analyze urban life within this related context.

Specific projects through which the College could relate itself to the town of Wellesley would depend upon conditions in the town at the time the program was implemented. There are a large number of community institutions, special temporary groups, school department segments, and religious and civic organizations which would welcome a closer relationship with the College.

1. Suburban environmental problems. The suburbs face many crucial environmental problems, a number of which are similar or directly related to environmental problems of nearby urban areas. Air, noise, and especially water pollution are developing and in many cases have already become serious problems. Moreover, the appropriate use of declining open spaces is now, and will be in the near future, a critical issue -- one that will strike at the core of the suburban life style, and the attractiveness of suburbs. The form and proper density of development for creative use of open spaces, protection of recreational and unique conservation areas are just a few of the issues that fall within this area. These questions are related to a broader set of questions: transportation, economic growth, communication, population, resources, and land-use options. In addition, options for dealing with these broader issues are governed by basic communal values, social structure, and political and economic institutions. Because environmental problems are significantly tied to basic social, economic, and political realities, they are legitimate and compelling aspects of suburban-regional studies. A project might be developed for examining the environmental problems of Wellesley, East Boston, and metropolitan Boston, with field work, workshops, and perhaps some in-depth consultants' reports.

Possible Academic-Year and Summer Programs

A. Workshops and conferences

A number of workshops and conferences could be held for local officials, community groups, and other interested parties, on various suburban problems, such as urban-suburban environmental planning, and other related topics. This would add a new dimension to the special programs discussed above, and would allow the College to play a creative role in regional development by furthering understanding among various participants in conferences and workshops.

B. Rotating lecture fund (fully endowed)

A fund to bring in one or two controversial or authoritative figures at a time for a short period to discuss their ideas, with a wide range of topics to be covered throughout the year; to draw persons from the academic and non-academic segments of the Boston metropolitan area, thus creating informal and perhaps subsequent formal contacts between visitors and students and faculty.

C. Advanced Institute for Suburban-Regional Problems (partially endowed)

One or more conferences a year, bringing together well-known individuals for one to two weeks on different suburban-regional problems, such as urban

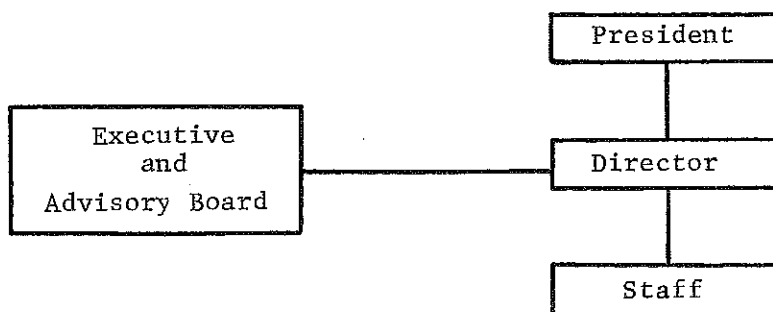
development, and including general symposia open to the College community, with private discussions included as a part of the conference, to permit close contact between participants, students, and faculty. The conference would be a good way to recruit visiting professors or permanent staff and to expose staff, faculty, and students to a wide variety of perspectives. Part of the expenses of the conference could be paid by publishing an edited series of conference papers and symposia.

D. Summer institutes for teachers (NSF or Ford)

Seminars and research for either college or high school teachers in suburban-regional problems, aimed toward developing new curriculum under the supervision of staff or associated faculty members.

Structure and Administration

The structure and administration of the program must insure and reinforce an interdisciplinary and innovative approach to suburban-regional studies. Therefore its primary decision-making and advisory bodies would need to reflect the widest participation among faculty and students of various orientations, and these bodies must have the independence and power to make policy decisions without being caught between departmental priorities. It would be essential for students to be participants in a way analogous to their present participation in departmental affairs.



I. Executive and Advisory Board

A. Function

1. Review and set general policy, review curriculum, hiring, and tenure, in cooperation with the Director
2. Review projects and research of the program with respect to its relation to existing programs and the functioning of the rest of the College
3. Advisers to the Director on curriculum and projects
4. Develop interdisciplinary curriculum, review interdisciplinary course proposals, initiate new projects, recommend visiting professors and conference topics

B. Composition

1. Faculty (four)
 - a. Two tenured and two non-tenured members of the faculty. The size of the committee might be expanded when the program developed.
 - b. Broadly representative of a variety of disciplines and Groups A, B, C.
2. Students (three)
 - a. At least two to be participants in the program
 - b. Representative of different academic orientations similar to the Group A, B, C requirement for faculty

II. Director

A. Appointment: by the President, subject to approval of the Executive Board

B. Responsibilities

1. Oversee proper functioning of the program, with duties similar to those of a department chairman
2. Oversee (but not necessarily administer) summer programs
3. Work with Executive and Advisory Board
4. Coordinate program with other departments and programs of the College
5. Teach at least one course a semester, initially

III. Staff

A. Permanent staff and faculty

1. Director
2. Staff members (two-three)
3. Visiting professor (endowed chair)
4. Consultants
5. Temporary lecturers

B. Associated faculty (faculty from other departments)

Staff members. Two or three faculty members with widely divergent backgrounds would be needed to provide a nucleus of interdisciplinary studies, from the sciences, social sciences, and humanities; a geographer-demographer, a human ecologist, an environmental scientist are possibilities. Many excellent persons have begun to devote their full energies to these areas, and the College should take advantage of this fact by providing specific faculty positions, with the possibility of tenure, in order to attract such persons. One member of the staff should be designated as the coordinator for College-town of Wellesley programs and projects. This person would, ideally, be in charge of the core course described in the curriculum section as B.1. and handle one or two of the courses or seminars described under C or D. Probably half of this person's time, at least in the beginning, would be administratively devoted to town-College affairs.

Visiting professor. This person could be hired, preferably, for a semester, or perhaps for a year; someone who is deeply involved in problems relating to suburban-regional studies and an authority in his particular area. He or she

would teach at least one course per semester, or give a series of lectures, and generally participate in pertinent seminars and discussions with faculty and students. A conscious effort should be made to bring to the College individuals with diverse perspectives and interests so that new ideas and research projects can be continually generated.

Consultants. One or two consultants could serve as resource persons for the program on problem-solving research. They would be expected to lecture occasionally, attend seminars, and work with students on research. They could pay their own salaries out of their own grants, but in exchange for their contribution Wellesley could provide office space and secretarial help as well as function as a conduit for their research monies. Their presence would provide the College with an invaluable educational and research resource. This might be an unusual and attractive opportunity for women.

Temporary lecturers. See "Possible Academic-Year and Summer Programs," above.

Associated faculty. The majority of the program's faculty would be members of the various departments of the College. This would permit greater flexibility, since many faculty members could then work both within their own specialized fields and contribute to the interdisciplinary approach of the program. If their research interests diverged at some point from suburban-regional studies, they could temporarily withdraw from the program, always having the option to renew their association at a later time. The MIT exchange might offer opportunities for interesting other faculty members in developing courses for this program.

Physical Plant

Ideally the Suburban-Regional Studies program should have a place, or center, of its own, such as a remodeled society house or a self-contained area within a larger structure. Offices, seminar rooms, and a lounge, plus easy access to a medium-sized lecture hall, would facilitate the active interchange, informal as well as formal, which would be an important aspect of the program.

Acknowledgments and Bibliography
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Mrs. Mary Williams, research paper, (see below)

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APPENDIX C

A DAY CARE PROPOSAL FOR WELLESLEY COLLEGE

Eleanor L. McLaughlin
September 1970

Introduction

In this report I am pleased to shift away from the earlier emphasis on a research day care project, a position which had reflected two things: (1) my perception that at this time Wellesley College was not prepared to embark on a "service-oriented" program, a situation which has clearly changed in the last several months, and (2) the fact that research on the criteria for good day care, especially for infants, is in relatively short supply. However, my own concerns as an educator in a women's college had always been strongly with the second rationale presented in the preliminary proposal, a defense of day care at Wellesley with reference to the College's historic commitment to women and women's education. The establishment of day care at Wellesley in the context of that particular rationale would be a distinct contribution. I know of no project with this kind of orientation. May I quote from a letter from Dr. Mary Elizabeth Keister, Director of the Demonstration Day Care Project at the University of North Carolina, Greensboro: "I must say I had never before thought through in this way the relevance of day care to a liberal education for undergraduate women. I am now a convert!"

Because I still perceive that my understanding of the relevance of day care to the educational tasks of a women's college has not yet been made clear to all, the first portion of this report will be devoted to a further development of that rationale. If the Commission and the College community are persuaded by these arguments, the money can probably be found for realization. I would hope that this step can be debated with reference to the educational and social issues involved before the level of financial commitment becomes a subject for discussion. However, because good day care is complex in institutional structure and can be expensive, the second section of the report sketches out some suggestions for organization. It concludes with a discussion of some of the important policy and administrative problems that need to be debated and resolved. A final cost analysis can be worked out only after certain decisions not yet apparent have been made.

I should like to preface this report with a note on terminology. There is some feeling amongst those working in the field that the words "day care" carry such negative, "custodial" connotations that perhaps those concerned to create these new educational settings for group child care should avoid the old words altogether. Both the KLH Child Development Center and the new Currier House center at Radcliffe avoid the use of the term "day care." I am ambivalent on this subject. If people are happier with the title "The Wellesley College Child Development Center," and if such a title would bring in more money from potential donors, then by all means let us dispense with the words "day care."

Day care and the higher education of women

The prerequisites for appreciating this argument for day care are, first, an understanding of the nature of day care and its potentialities as an institution, and second, a recognition of its relationship to some of the principal ends and means of educating college women.

1. It has already been established that the care and nurture of children (and infants) in an all-day group setting must not be merely custodial. The first characteristic, then, of good day care is that it reflects the recent discoveries in the area of early childhood development and education, that emotional, social and cognitive development can be furthered in a group setting at a very early age. The careful controlled research of Dr. Mary Elizabeth¹ Keister at Greensboro provides quantitative support for this generalization. Indeed, the research which lay behind the launching of Head Start has led many to feel that the pre-school years are absolutely critical to later learning, both affective and intellectual. Some also hope that an early exposure to a good group experience can aid in the development of a more socially responsible generation, a sense of the rights of the group which is not the same as that conformity fostered by the schools and peer pressure in our society.

However, good day care is far more than an excellent setting for early childhood education. As it is now being conceived both in the ghetto and admittedly to a lesser extent in the university context, good day care is also parent education. Although the research facilities are usually run by professionals, the trend now in the non-research facilities is away from hierarchical structure toward parent-run cooperative centers in which the parents and professionals come together in their mutual concern for education and children to learn from each other and the situation. The white middle class person sees obvious need for this parent involvement in the child care center for the so-called culturally deprived; he is less persuaded when his own children are involved. It has been generally assumed that the middle class full time mother could hardly be improved upon as a child rearing "professional." Of course since the early part of this century nursery school and kindergarten have been accepted as useful means of early socialization, but always the forms of the nuclear family have been accepted as the normative context of child rearing.

Recently, perhaps even within the last five years, this situation has been questioned, a re-examination forced perhaps most obviously by the nationwide phenomenon of a severely alienated middle class youth, heir to the ills of that alienation--delinquency, drugs, the hippie "drop-out" syndrome. Certain social scientists have analyzed this social pathology in terms of the shortcomings of and the breakdown of the middle class family structure. Thus Bronfenbrenner speaks of the neglect of children which is built into the life patterns of the typical affluent middle class family. He means by this the ways in which social change has taken out of the hands of the family (which in the past was reinforced by nearby relatives and a close-knit small town or rural community) the opportunity and responsibility for imparting values, both personal and social. Bronfenbrenner sees much of our middle class parenting delegated to or laid by

¹M. E. Keister, The Good Life for Infants and Toddlers: Group Care of Infants (Washington, D.C.: National Association for the Education of Young Children, 1970).

default on the schools and peer group, a situation which too often produces mindless conformity or inchoate rebellion.

Many persons now involved in the creation of day care facilities believe that the parent run day care center can contribute to the reinvolvement of the family in the nurture of the child, by bringing together mothers and fathers and professionals who perceive the necessity of resistance to the conformism and dulling preoccupation with discipline found in the public schools, and the equally tyrannous conformism of the peer group. The day care center, instead of being a dumping ground for lazy parents or ambitious women, is actually a center for family education and support, involving mothers and fathers equally in one or two evening groups a month as well as occasional days in the school, thereby raising both parents' awareness of the needs and potentialities of their children, and giving the whole family the experience of a supportive group in their endeavor to create an optimal family culture. The child care center thus functions in a sense as a surrogate extended family, supporting the creation of a secure and rich environment with a well-considered set of personal and social values, strong enough to resist the disintegrative pressures of the modern American market society.

A third function of the day care center, also intimately related to parent education, has been highlighted by a development within our society even more recent than the growing awareness of the weakness of the middle class family. I speak of the as yet amorphous movement known under the generic term Women's Liberation. A parent run day care center physically liberates women for useful and satisfying work in the world. Perhaps of equal importance in the long run is the forum it creates for the re-examination of the traditional male/female sex roles. Since day care serves primarily the family in which both father and mother work, there inevitably exists in such families an unusual degree of sharing of the traditionally defined roles of the opposite sex. The day care center, by involving both parents equally in the responsibilities and activities of the program, thus supports and provides a forum for examining this new conception of marriage and family life.

It is not surprising that all of the new women's movement groups place day care high on their list of priorities. It is not the only option for the working woman who is also a mother, but it is one which when well executed can make a far more positive contribution to the life of the child and the family than the more traditional "governess" arrangements. But with all this, one must not forget the fact that by sharing with her and her husband some of the responsibility of parenting, day care enables a woman to be more than simply a mother.

2. Now those readers who are with me to this point can well ask, what in the world has all this re-education of parents and children to do with the main enterprise of Wellesley College? There are several perspectives from which this question needs to be approached. One way into the discussion is to ask three questions: what should a young woman expect to learn in a liberal arts curriculum for the 1970's? In what ways can we expect her to use what she has learned? How can she best learn while she is at Wellesley? These are fundamental questions to which none of us can give wholly comprehensive answers. However, I have some thoughts on each one and it is these presuppositions which make sense out of my case for the kind of day care I have described for Wellesley College.

a. What?

Once upon a time in the age we call the Renaissance, learning was for life. The liberal arts curriculum of Cicero and Varro, as reinterpreted by Vergerius and Vittorino da Feltre, Thomas More and Thomas Elyot, was an introduction to the wisdom of ancient authorities which was held to be immediately relevant to the practical work of soldier, statesman and scholar. It was task oriented, both in content and method. The civic humanists declared the freedom of the new curriculum from the narrowing constraints of the vita contemplativa, seeking a unity of wisdom and competence however elitist and intellectual those active skills were construed.

Today technology and specialization have all but destroyed that unity between the wisdom of the past and the skills necessary to shape the future. Hence the students' cry of irrelevance, however simplistic I feel their conception of relevance sometimes to be. It is not my task here to consider the curricular changes one might suggest to begin to deal with this educational crisis; I will confine myself to the relevance of a day care center such as I have described to the curriculum.

It is not original of me to believe that education needs to deal more honestly with the learner's desire to learn what he thinks he needs in order to get on in the world creatively. We are already doing this, for example, in the proliferation of courses in urban studies. I would suggest that the situation of the American family, plus the women's movement, plus the significant increase of scientific knowledge of early childhood development will soon have a parallel result, the entrance into the liberal arts curriculum of more courses on early childhood development and education, a proliferation of approaches--psychological, sociological, historical--to the study of the family and of that 51 per cent minority group, the American woman. The very facts of large enrollments in child psychology, the introduction of new courses such as the psychology of the woman, and the English department's course on female writers indicate the demand for these "life-related" expansions of our curriculum. A day care center such as I have described could be an exciting laboratory for a variety of courses in departments such as education, psychology, sociology and anthropology. The center would provide the opportunity for students actually to be involved in early childhood education (a field of increasing professionalization) and also to observe a creative group of parents developing a new style of family life and new attitudes towards child rearing.

What should our students study? They should have the opportunity to learn in a disciplined fashion about those areas of human experience which will touch their lives directly and forcefully in the future. If we talk about courses on revolution, on ecology, on the city, on the black man, then even more should a women's college have courses on the family, the changing role of the woman, the revolutions in the understanding of the education of children. Thus the day care center could be an institutional nucleus for the expansion of the curriculum into areas of experience that relate directly to the life our students will be living, a life often in the suburbs, in families, with children, increasingly combining this estate with an active formal use of their education. Is this final clause but wishful thinking? Let us consider our own assumptions about the uses to which the liberal arts education might be put.

b. For what?

In what ways can and should this education be used after graduation? Here I should like to develop the ideas I expressed in my preliminary proposal, encouraged by some remarks of Mrs. Bell in a memorandum. In the preliminary day care proposal the conviction was expressed that a Wellesley education is a social investment which requires a repayment in some form of socially useful work. I agree entirely with Mrs. Bell's analysis that society may soon question the luxury of educating primarily for self-development and family enrichment, although it should be remembered that women are not the only liberal arts graduates who sometimes fail to "use" their education in a socially significant fashion. However, what I have in mind is a moral judgment, not simply an economic calculus, for I am not equating "socially significant" automatically with bringing home a pay check. Does Wellesley as an institution agree that more of her students should be encouraged to commit themselves to an active, public, socially significant use of their education to a degree greater than that in the past? I know that a minority of activist students express this kind of commitment, which reflects their political philosophy and their emerging reassessment of the nature of the family, marriage and the woman's role. There are no statistics to adduce the extent to which the present student generation will actually evolve these new life styles. The question for us as educators is to decide which life style the College will actively support. I feel the strongest argument for establishing day care here at Wellesley College lies in the extent to which such an institution could provide a visible model of alternative life styles, encouraging students to face the realities and potentialities of combining career with marriage. If we are serious about educating women, then we must be equally serious about the uses to which that education is put.

c. How?

It is a truism that most of us learn most effectively in an environment which engages our emotions, loyalties, even manual skills, and speaks to our needs, as well as to our curiosity and minds. If women students are to learn that it is possible to make a commitment to the intellectual life at the same time that they are involved with a man and plans for a family, they need concrete experiences which convey a viable life style combining a satisfying home and work life. An operating day care center, in which fellow students and teachers are involved, is a powerful way to do this. I am suggesting that a course on day care would change attitudes less effectively than a friend involved in the center with a happy husband and a happy baby. Other students, already committed to a career, may be frightened by the prospect of caring for children and disturbed by their ambivalence towards what the society deems as the natural role of women. For these students the day care center would provide the opportunity to get to know and work with children and might thus afford the young woman wholly involved in the intellectual life a vision of the satisfactions and challenges of the family. In my experience many students are desperately in need of models for both satisfying family and work styles. So many have rejected the patterns of their parents--the mother giving up her life for the children and the father giving up his soul for his work. They are groping for something new and better. "Marriage lectures" and courses on the family are not sufficient to deal with this malaise. And indeed, all of these problems cannot be settled during the college years. However, it is during the years at Wellesley that most students make fundamental decisions about family and work. The community of concerned

parents and professionals which develops around the day care center could provide many students with a touchstone of reality that might help them make far more intelligently the choices faced by a young woman today.

It is in connection with this argument that the living-learning community concept embodied by the new Currier House at Radcliffe is so exciting. In this situation the traditional dormitory was expanded to include head resident families, tutors and their families, classroom space and a day care center for Currier House residents, students and staff. Thus the environment for learning is not artificially insulated from the normal course of a day's events in what the student perceives to be the real world of families and work. I am not suggesting that Wellesley build a Currier House, but I do feel strongly that if the College involved itself in day care it should be in such a way that the facility had a maximum impact on our undergraduates for the reasons stated above. My ideal would be the renovation of a dormitory to include a center plus living space for faculty, thus breaking the age ghettos which are so deleterious to learning. If, however, the center were to be located in, for example, a renovated "society house," then I would like to see freshman orientation include trips to the day care center as well as to the library, and the course of marriage lectures include discussions of the various alternative modes of child rearing, including a thorough program at the day care center. Many other ways could be devised to include students in the center's program--as aides, recreation assistants and research assistants in whatever studies might be carried out there. The director would want to be assured that the teachers hired, while principally trained in early childhood education, would be interested in these vital ancillary educational functions of the center, parent education and maximum impact on the Wellesley student body.

In conclusion I shall reiterate the basic ideas set forth in this justification for day care at Wellesley College.

1. The central concern is women--how they can best achieve their potential as creative human beings in the private sphere of home, either as single or married people, and in the public world of work.
2. While it is acknowledged that men and women seek a variety of life styles and live socially useful lives of many different forms, the problem now facing women, and especially women's educational institutions, is to expand the options for women which society supports institutionally and psychologically. At present our society actively supports only the wife-mother-volunteer and, to a much lesser extent, the unmarried career woman.
3. An educational institution must be concerned about the uses of its "product." To accept society's restrictions on the use of a Wellesley education is psychologically devastating for many women whose self-expectations and skills we have raised, and is criminally wasteful in a world so needful of trained people.
4. A day care center as part of the College community would forcefully display to our students and staff alternative modes of

child rearing which make more possible a successful combination of family and career than now obtains.

5. A day care center such as described could also be the nucleus of new academic offerings focusing on the family, changing roles of women, child development and early childhood education, a direction in curriculum development which would meet the needs of many of our students at Wellesley College.

Some practical aspects of day care at Wellesley College

It is my understanding that the College is at this moment not prepared to move into immediate implementation of plans for setting up a day care facility. What follows, therefore, is not in any sense a full scale working model. For example, I omit any reference to curriculum or the plan of the day's activities, for these details could best be worked out by a professional in early childhood education.² However, I will deal in this report with a number of practical problems which may help the Commission think more concretely about day care at Wellesley. The topics to be considered are as follows:

1. Need; is market analysis possible for day care?
2. Geographic locations and arrangements with the town of Wellesley
3. Size, age range, times of operation
4. Organization and governance
5. Staffing and job descriptions
6. Costs and sources of financing
7. Problems: areas of early administrative and policy decisions
8. Recommendation

1. Need

The question of the actual "need" for all-day child care can be approached from several different perspectives. It can hardly be contested that satisfactory private arrangements are difficult to make and that such arrangements are often transitory, frequently falling through, causing untold anxiety and inconvenience to working parents and insecurity for their children. Any student or faculty woman with young children can bear witness to this. To obtain quantitative information on the extent of the demand for day care can, however, be difficult. For example, the Commission office was unable to obtain information on the number of faculty families with children under six, even for 1969-70. Even a questionnaire sent out at the beginning of a semester could be misleading, for when asked whether day care is desired, the respondent might well reply negatively, since some more or less satisfactory arrangement would of necessity already have been made. In a suburban setting, a questionnaire might be received negatively by a homemaker who if confronted with an actually operating center would leap at the opportunity. There is a natural conservatism against committing one's children to an unknown and unexaminable situation such as is represented by a day care center which exists only in the minds of questionnaire writers. Mrs. Gwen Morgan, Massachusetts Day Care Coordinator, feels that it takes two or three years for the potential need for day care to emerge, as it

²There is a splendid example of curriculum development in the Radcliffe alumnae report, A Day Care Proposal for Harvard (Cambridge, 1970).

tends to be the now-unborn children who become the first clients. Who knows, for example, how many more young women with small children in need of day care would enroll in our Continuing Education program if day care existed on the campus? The patterns of employee recruitment might also change appreciably. A market survey can get at neither of these figures. The writers of the Radcliffe report cite day care authorities who feel that the cheapest and most effective means of market survey is simply to go ahead and set up a center of modest size and measure demand after a year or so of operation.

For what it is worth, Mrs. Angela Polk's Family Service Committee in the town of Wellesley conducted a survey in January 1970 through the public schools. Of the ninety responses, about sixty expressed interest in using day care. I have also spoken with the Rev. Mr. William Coleman of the Wellesley Methodist Church, who is in touch with many young families in the town. He said that if a day care unit were opened in the town with 100 places it would be filled tomorrow!

I suggest that a carefully constructed brief questionnaire be sent to all married faculty, administrators, staff and students to determine the age range of children, present child care arrangements and the cost of that care, including a scale of satisfaction or lack thereof with those arrangements, and an indication of interest or disinterest in group child care at a choice of price levels. I further suggest that with a center opening for twenty children as I am suggesting, we would have little trouble filling our school for the first year.

2. Geographic locations

One possibility open to the College which would avoid almost all capital costs for renovation would be to convert the present Child Study Center from a nursery school into a full-day facility. The advantages of such an arrangement would be cost savings in renovations, equipment and perhaps even staff. These savings are probably outweighed by the disadvantages associated with this step. My conversations with Mrs. Alper lead me to guess that the present purposes of the Psychology department would not necessarily be so well served. Furthermore, the present control of the Child Study Center by the Psychology department would not be conducive to the kind of involvement of Education and Sociology, which a day care center assumes. Also the tradition of professional direction would not move easily into a parent board type of governance. In sum, I feel a fresh start would be advantageous and the Psychology department would be happier with such an arrangement as well. There should, however, be the closest kind of cooperation and mutual assistance set up between the present Child Study Center and its staff and a new day care facility. The parents and teachers in the new facility could gain much from the experience and expertise of those associated with the Child Study Center.

A second possibility to which I have already referred is that the new day care facility could be set up in a renovated society house. One of these buildings would easily meet the space requirements, 1050 square feet, which would accommodate an expansion from twenty to an eventual thirty children.³ The requirement for ground floor facilities would be met, there would be an already

³For state requirements, see "Rules and Regulations, Day Care Services for Children," Massachusetts Department of Public Health. The requirement for indoor space is 35 square feet per child.

extant kitchen and a useful combination of large and small rooms. There is proximity to open land for a small playground.⁴ I do not yet know the extent of the renovations necessary to meet state safety requirements, such as fire walls and safety doors. As a former member of one of the societies, I received last June a letter notifying me of the closing of that society and inviting suggestions for reasonable use of the building. I understand other societies may be in the same situation.

For the reasons stated in the first section of this report I want to see this facility on the campus; I am therefore more attracted to the society house solution than to the exploration of possible sites in the town of Wellesley such as the excellent facilities of St. Andrew's Church on Washington Street. My ideal would be a dormitory based day care center, but that would have to await major dormitory renovations.

The day care center might take one of two relationships to the town of Wellesley initially. It could begin as a wholly joint venture, with ten places reserved for townspeople and ten for the College community, including Continuing Education students, staff, students, administration and faculty. This would have the advantage of indicating a real commitment to the town of Wellesley, an association which could very well attract some financial support. It could be a vital aspect of the projected Suburban-Regional Studies program. On the other hand, the need on the campus alone might well exceed the twenty places from the very beginning. If we wish to enlarge and diversify Continuing Education, it would be logical to reserve those ten places for Continuing Education and regular students and the rest for others in the College community. The center could be looked upon as a pilot project which could move into some kind of relationship with town efforts in the day care area after several years of successful operation. Although in one sense I feel that we should begin with our own College community, there is also a strong argument that the College needs to relate in a more positive fashion to its immediate environment. This question needs careful debate and thought. Whatever is done we should keep in touch with interested townspeople in an official way.

3. Size, age range, times of operation

There is general agreement that optimum size in terms of financial efficiency without sacrificing a quality environment for the children is a center with from forty to seventy-five places. However, there are several good reasons for starting smaller. One is the avoidance of large capital expenditure to build new facilities, for I know of no place on the campus where such numbers could be accommodated. A second relates to the uncertainty and often slow generation of actual need. A third stems from my desire to see this facility fit easily into the educational scene here at Wellesley College. Students should feel easy and comfortable with the new center, and forty children initially could be overwhelming. It would certainly be too large a group for inclusion in a dormitory setting. Therefore, for this report, I foresee a center opening with twenty places and expanding as quickly as need requires to thirty. Any number over that would require an expansion of the staff.

My original proposal has been fundamentally altered with respect to age range. Despite the innovative character and greater research possibilities

⁴The outdoor space requirement is 75 square feet per child.

inherent in an infant and toddler unit, and the fact that for working women care for 0-three must eventually come, I suggest that we begin with two-and-one-half- to five-year-olds. It is cheaper, simpler (no legal problems), and presents fewer unknowns. The center might well move gradually into the younger group after a time of successful operation and after the anticipated legislation permitting group care of infants has passed the legislature.

If the center were to operate for the College community alone, the length of the day could be set at 8:30-5:30 to accommodate working parents, with the actual program running from 9:00 to 5:00. The center could also remain open for a thirty-six week year rather than a fifty-two week year, as is the custom in industrial based day care centers.

4. Organization and governance

The Radcliffe alumnae report on day care for Harvard has some useful suggestions for initial organization. A day care steering committee of interested administrators, faculty, students, alumnae and, if so decided, townspeople, could be set up to work out the organizational and policy details: staffing, financing, legal questions, building renovation, enrollment policy, etc. Once the center was in operation, the steering committee would be replaced by a parents' board. Many authorities on day care argue strongly for an essentially parent controlled center, a position which is less a political stance ("community control") than a reflection of the conception of day care as a family centered educational institution. Especially important is communication and co-operation between the professional teachers and the families to assure a certain congruence of values and to prevent any great disparity between the expectations placed upon the children by the family and the center. Frankly, parent control is also a means to quality control. Even trained teachers can be lazy. The precise meaning of parent "control"--the relationship between the board of parents (in the case of twenty children one might not elect representatives) and the director or head teacher would be worked out in an atmosphere of mutual trust and respect for each other's specific competences.⁵ The delicate balance implied by this extent of parent participation would be one of the components to be scrutinized by the professional evaluation which has been built into the first year of operation.⁶

5. Staffing and job descriptions

Director. One mode of organization which would help to minimize the inefficiency of such a small group of children would be to hire a teaching director who would carry the administrative responsibilities and also be in charge, with an aide, for one of the two groups of children. This is not an uncommon arrangement,⁷ and could at Wellesley be facilitated if the Psychology

⁵The KLIH Child Development Center has a parent governing board, and one is planned for Harvard; see the Radcliffe alumnae report, A Day Care Proposal for Harvard.

⁶See the section on "Evaluation," below.

⁷Both the Currier House center and the NOW Day Care Center in Brookline utilize a teaching director.

department were willing to allow the Child Study Center administrative staff to help with some portion of the paper work and ordering of supplies, for example. As soon as he or she was hired, the director would work with the steering committee in setting up the center, hiring staff, creating over-all curriculum and admissions policy. The director would hold broad responsibility for planning of activities and curriculum, in conjunction with the staff and parents' board. He or she would supervise and evaluate the staff, conduct staff meetings and in-service training if necessary, assure the operation of an effective parents' program and the maintenance of a system of periodic reports on the children's activities at the center. I feel it essential to have a director who would be sensitive and committed to the educational possibilities of the center for the undergraduate students and who would initiate programs which brought a maximum number of students into an active involvement with the center. The director would probably hold a graduate degree in early childhood education and have considerable experience, preferably in the field of day care.

Assistant teachers. The hiring of two part time assistant teachers would provide extra manpower during the busy noon period, when lunches are served and half-day children are being picked up and delivered by their parents. Also many feel that a full work day with a group of small children is too taxing for a teacher to be at her best. Thus the two shifts of assistant teachers and aides (8:30-1:30 and 12:30-5:30) would help ensure a fresh and lively staff.⁸ The assistant teachers should probably hold undergraduate degrees in early childhood education or psychology, but not necessarily. A warm, outgoing personality, the ability to create a free but not chaotic environment and a genuine love for and interest in children can be more important than degrees.

The teacher aides could be drawn from a variety of sources. Although it would be cheaper to begin with volunteer aides, for the first year of operation it might well be wiser to use three part time paid trained aides plus one part time volunteer.⁹ After the program was underway and had achieved a certain status in the community, more students or parent volunteers could be used, thus cutting costs. Also, after the first year the center could use some mothers receiving AFDC in the Work Incentive Program as aides in training. The federal government provides a participating child care center with funds to train such women as day care aides. This would have the threefold advantage of making a positive contribution to the community while bringing some additional socio-economic "mix" and providing a new source of funds. Students should also be used as aides, either paid or volunteer.

It is important to remember that one of the criteria of good day care is the provision of a stable and secure environment for the children. A constant stream of new faces is not desirable. Therefore, whatever ancillary help is used should be consistent and regular. Hence the preference for paid aides, at least before a large and stable group of volunteers has been developed.

Evaluation. Professional evaluation of the first year of the program's

⁸It will be noticed that the Director would not have this advantage. If the numbers of children were uneven, he or she should take the smaller group and work with the most experienced aide. This weakness in the plan is necessitated by economy.

⁹One aide would be assigned to one group of children for one half of the day.

operation would be desirable. There are two reasons for this step. First, because day care is so relatively new in this country, and because state and federal guidelines deal mainly with the health and safety of the children, many feel that a professional evaluation of the impact of the program on the emotional, cognitive and social development of the children is absolutely necessary if the highest quality environment for human growth is to be achieved. This outside observer, trained in pediatrics, child psychology or early childhood education, would be, as it were, the children's ombudsman.

A second reason for the program of evaluation lies in the fact that the specifically college-associated day care center as yet exists in but a very few places. The Jackson-Tufts project provides for the publication of a report so that its experience can serve as a model for others. It would be equally useful for Wellesley, which provides still a different setting than that of a university, to publish a report and evaluation of the first year's experience. The whole program would be reviewed: staff, financing, admissions policy, mode of governance, operation of the parents' program, relation to the College and the town of Wellesley, as well as a critique of program and curriculum.

Support staff. The hiring of support staff is an area where ingenuity might be able to reduce costs. A part time secretary could be aided or even eventually replaced by parent volunteers. Janitorial duties could perhaps be carried out by a custodian whose work load is not now overly full. The need for a part time cook could be avoided by providing lunches from Food Services. An emergency medical service is already available at the College infirmary. Some arrangement for psychological consultation on a diagnostic level might be worked out with the Psychology department. If there was need for a social worker, and certain family problems could arise which would make that necessary, some arrangement might be worked out with the town of Wellesley to use the local Family Services Agency.

Consultants might be called upon during the first year for workshops on the parents' program, examination of the curriculum, and administrative or financial consultation.

6. Costs and sources of financing

Some preliminary remarks on costs need to be made before presenting the tentative budget. First, it is widely known that good all-day group care for children is expensive. The major expense lies in professional staff. The few good day care centers in this country far exceed the legal specifications for adult/child ratio, which in Massachusetts for three- and four-year-olds is 1:10, and for five- and six-year-olds is 1:15. The KLM Child Development Center maintains a ratio of 1 adult to 5.5 children, and the Radcliffe alumnae plan for Harvard assumes a ratio of 1:7.5. During the first year, with twenty children in two groups, this plan provides a 1:5 ratio. It is probable that the numbers could be raised to 25 or 30 with the same staffing without much difficulty. The limit of the capacity of three teachers (equivalent to two full time teachers) to function in an optimal fashion cannot be determined in the abstract. With thirty children the ratio would be 1:7.5, which looks fine on paper. However, one must remember that the single full time head teacher is also the director, with substantial administrative duties. The weight of those duties both in time and in psychological strain depends on unknown factors, such as the ease with which the parents work together and with the professionals, and the number of

children with "problems." It is because of these imponderables that I have suggested the center begin small and work up gradually to a more efficient size, the full thirty. Of course, if the demand were great enough, one might consider beginning with the full number.

A number of authorities agree that good day care can operate at a unit cost of \$35 per child for a full five day week in a situation where capital expenditures and a modicum of housekeeping costs (e.g., free rent) are covered by the host institution.¹⁰ While this projected income would approach operating expenses at the minimal budget level (with a suggested unit cost of \$38/child/week), it would result in roughly a \$7,000 deficit if the maximum budget obtained. (The unit cost involved in the maximum budget is approximately \$48.)

Although with the planned number of twenty children I doubt that the minimum budget could be met in the first year, the maximum deficit figure of \$7,000 may still be high, for the following reasons. There is no reason why the center could not receive federal subsidies for food, thereby cutting the deficit by about \$1,700. The very tight job market might help somewhat with the professional salaries, although care should be taken not to sacrifice quality in personnel. After the first year, some of the paid aides might be replaced by a cadre of reliable trained volunteers. Also after the first year the consultants' fees might diminish. Indeed, once operating, the center could perhaps attract various academic groups wishing to observe or in some way study the program in return for a fee or service in kind. The one example I mentioned before was the possible interest of the MGH Nurse-Practitioner training program, through which the center might receive free "well-child" check-ups in return for the privilege of allowing the nurses to observe the children and carry out routine health examinations. Any such program involving the children would of course first be reviewed by the parents' board.

In conclusion, the increase of the size of the center eventually to thirty children along with the use of the kinds of economies I have described ought to make the operation self-supporting (assuming rent-free quarters) at an average unit cost of \$35/child/week for a thirty-six week year. That figure could be reduced even more for the parents by the use of certain in-kind services in return for fee reduction. Assuming, for example, a \$10 rebate for a half day of service as an aide, a two child family would be paying \$60 a week for consistent, reliable five day care of the highest quality. This is expensive child care, but it is not exorbitant in comparison with the current wages of help in Wellesley. The question of subsidies is discussed in the next section.

Sources of income beyond parents' fees ought to be investigated. There is the possibility of alumnae interest. At Radcliffe the Currier House project has been capitalized by an interested alumna. There is some slight possibility of seeking federal funds for this center as a pilot day care project, although I expect that a research component would have to be built into the proposal. This would need to be looked into. Any use of the facilities in College courses would

¹⁰A Day Care Proposal for Harvard, p. 49; the Tufts-Jackson proposal for a twelve month day care center for 40 children planned a unit cost of \$34/child/week; the NOW Day Care Center in Brookline, with 30 children, planned on a \$35 unit cost. The financial report for the KJH Child Development Center, due in September 1970, should be very useful.

bring some income into the center's budget. The use of women in the Work Incentive Program in a program of day care aide training would bring some federal money. There is no question but that federal money is now almost impossible to obtain, but several of the professionals in this field with whom I have spoken believe that the decade of the 70's will see considerable government investment in day care, albeit primarily in the core city.

7. Problems: areas of early administrative and policy decision

In this section I discuss a number of problems which in a full scale proposal would require lengthy exploration. This abbreviated discussion is required in the absence of certain major decisions which would have to be made before most of these policy matters could be settled.

The first of these major decisions is that of affiliation. Should the center be a Wellesley town and College joint venture, or should it rather, at least at the outset, be designed to serve the Wellesley College community, relating to the town only secondarily to the extent that Continuing Education students might also be townspeople? It is probable that the creation of a smoothly functioning parents' board would be easier within the confines of the College. It would also be far easier to justify whatever subsidies were available from College funds if the center served only College people, although it might be expected that town participation would bring some town funds. As my own arguments for day care at Wellesley rest heavily on the possible impact such a facility might have on undergraduate attitudes, the alliance with the town might come into conflict with that particular educational orientation. However, as noted above, there are real institutional gains Wellesley would receive from such an alliance which would be a very positive and concrete step towards breaking down the College's isolation from its immediate environment.

Closely allied to this first decision is the question of socioeconomic mix, a matter with direct educational and financial impact. It would seem that a day care center should seek a varied socioeconomic mix, not simply out of the traditional noblesse oblige, nor because it is "interesting" to observe the very different learning and behavior patterns of children from different racial and/or economic groups, but also because the center would be involved in exploring new modes of child rearing, family life styles, and indeed new forms of community. Such an openness to new possibilities could more easily be achieved if the group already contained a degree of variety. All of the university-based projects in my acquaintance have sought to achieve some degree of socioeconomic integration. In this connection, day care as a fringe benefit making possible minority group employment here at Wellesley needs to be pursued. The age profile of the present College staff shows that current employees would be unlikely to use the center. Therefore an early decision about the number of subsidized staff slots must be made and recruitment carried out accordingly. The second KLH Child Development Center report contains detailed quantitative studies of cost benefit for employers of on-premises day care facilities.

Decisions would also need to be made with respect to the number of student places (probably in part subsidized), for this relates to College admission policy. Despite the fact that many of our students share the middle class background of most administrators and faculty, there is some substance to the suggestion that age and life style differences of the nineteen- and thirty-five-year-old parents can be a source of creative tension in the day care community.

The principle here expressed is the commitment to heterogeneity. One of the important questions facing the evaluator is to determine the relative success or failure of whatever mix is achieved in terms of benefit to all the children and the parents involved. Also a decision must be made with respect to the cost of heterogeneity in dollars, which can be considerable.

Another aspect of admission policy is the determination of priorities for acceptance within the various groups which the center has decided to serve. Should present employees or minority group recruits be given preference? Would scholarship students have priority over non-scholarship students who might be able to pay the full fee? Should women faculty have preference over a faculty family in which the wife works or studies elsewhere? Should faculty families with one income (the father is a Wellesley faculty member) have preference over families with two incomes even if the woman is a Wellesley faculty member? What is involved in the last alternative is a very important question of policy: would the center be conceived of as primarily an employee benefit, or would it be more directly concerned with the support of women, enabling and facilitating women to gain and use their education? It is evident from what has already been said that I feel the latter is Wellesley's particular interest and commitment. This means that a faculty woman with an employed husband should receive the institutional support of the day care center in preference to a male faculty member whose wife is not employed or studying, but the two income family should pay the full cost of that care.

This last point raises the question of subsidy again. During the first year, if the twenty child size were maintained, that full cost would be \$48 per week, which is too high even in view of the wage rates for private child care in the town of Wellesley. I suggest therefore a subsidy to reduce the first year costs for full tuition to \$40. A sliding scale of discounts from full tuition could be established to accord with family income. When the size moved to twenty-five and thirty, the unit costs would move down to the vicinity of \$35 a week, which would eliminate the need for subsidy for the one or two child family. Only a great deal of volunteer help (one third of the teaching staff) in addition to an increase in size could bring the costs down to a figure acceptable to most middle class three child families (\$20 per week). Yet a center run with that amount of volunteer help becomes almost automatically less useful for the full time working parent. I trust that these hard economic facts do not mean that all parents with three or more children would oppose the creation of day care facilities. Perhaps eventually the government will be persuaded by the economic argument against the waste of female resources and subsidize day care throughout the nation, as is the case in several European countries. Until that time, private individuals and institutions must pay for day care. Mrs. Gwen Morgan is emphatic in her assertion that the general public needs to be educated to the importance of high quality pre-school education. As this period in a child's development becomes more generally understood, there will be a greater willingness to pay for good day care.

This question of subsidy, who should receive it, as well as the determination of the center's priorities in admission, could become harmfully divisive issues unless handled well and very early in the planning. A useful adjunct to the center would be the creation of a referral service offering other child care arrangements for those families not able to have a place in the center. The addition of an afternoon session at the Child Study Center might also relieve some of the pressure for places.

Another sensitive area would be in the setting up of cooperative relationships between the center and the departments of Education, Psychology and Sociology. Representatives of these departments should consult closely with the day care steering committee if they were not represented on it. The relationship established between the parents' board and the academic departments would be important for the success of the venture and its impact on the undergraduates.

Once a center had operated successfully for several years and reached its full size, there would undoubtedly be pressures for expansion in two directions: size and age. If, as I have been assuming, the center began as a Wellesley College community project, the clear need for similar facilities in the town would raise the opportunity for College and town cooperation in the creation of one or more centers beyond the campus. Even more inevitable would be pressure from within the College community to add an infant-toddler unit, as this is a necessity for the working woman. Another form of expansion would be the addition of an after school center with appropriate activities for children six to twelve. The Radcliffe proposal for Harvard includes such a program. In planning renovations for the center it would be well to include features which would make possible the establishment of a unit for 0-three-year-olds in the future.

Certainly one of the main questions before the evaluator of the first year's operation would be the assessment of the parents' board, its leadership and its ability to work effectively with the professionals for the children. Another sensitive area would be the relationship of the parents' board to the College administration, which would be bearing the cost of capital renovations and the initial deficit. The institution and the mode of governance would be new to all and demand the utmost of patience, tact and imagination if it were to work.

In concluding this section on "problems" it is necessary to warn that the success of such an enterprise hinges on the existence of a group of committed people who will see the project through. These people must be willing to put considerable time and energy into the planning stages and serve at the same time as missionaries, persuading the unpersuaded that this is an enterprise worthy of Wellesley's name, history and resources.

8. Recommendation

I recommend that there be submitted to the President a proposal to create a Wellesley College Day Care Steering Committee, to consist of two undergraduate students, one student from Continuing Education, two alumnae, three faculty members and two administrators. Among the faculty representatives there should be if possible someone from the social sciences with expertise and special interest in early childhood development and education. The committee members should be chosen for their interest in and commitment to day care at Wellesley College. Since the actual creation of the day care center would depend upon the energy and imagination of this group it might well be in part self-selected from those persons attending one or several initial all-College meetings on the subject of day care at Wellesley. Probably the committee, as soon as it was created, would wish to circulate a questionnaire to determine initial interest in and need for day care on the Wellesley campus. The committee should have the mandate of presenting a detailed working model of a proposed center. It should carry out or oversee all other aspects of the project--legal, financial, physical renovations, and staff hiring.

Acknowledgments

Although the list of persons consulted is some guide to the numbers of people who have helped me to learn about day care, I would like to acknowledge with special thanks the work of the Radcliffe Alumnae Committee, New Opportunities for Women, whose report, compiled over the length of one year, A Day Care Proposal for Harvard, is the best single document on day care in its theory and practice which I have yet seen. I would also like to thank my husband, whose expert care of our child made possible the summer's work.

Partial List of Persons Consulted

Alper, Dr. Thelma, Department of Psychology, Wellesley College
Bennett, Miss Jill, Head Teacher, Currier House Child Development Center, Radcliffe College
Chayes, Mrs. Antonia, former Dean, Jackson College
Coleman, the Rev. Mr. William, minister, Wellesley Methodist Church, Wellesley
Demos, Mrs. Virginia, doctoral candidate, Early Childhood Development, Harvard University, and author of the curriculum outline, A Day Care Proposal for Harvard
Evans, Mrs. Bell, Director, Castle Square Day Care Center, Boston
Fine, Mr. Robert, and Dr. Richard Rowe, working as a team on a contract to survey all facilities for early childhood education in Massachusetts, Department of Education, Harvard University
Giele, Dr. Janet, Lecturer, Harvard University
Greenfield, Dr. Patricia, Harvard University, co-author of curriculum for Bromley-Heath Day Care Project, Boston
Hausslein, Mrs. Evelyn, alumna and a professional in early childhood education
Holland, Mr. Albert, Vice President for Resources, Wellesley College
Jesso, Mr. James, Director of Personnel, Wellesley College
Jordan, Dr. John, Northeastern School of Business Administration, associated with KLH Child Development Center report and expert on day care financing
Kaplan, Mrs. Deena, associated with the day care center at AVCO, North Dorchester
Kearsley, Dr. Richard, research infant group care unit, Castle Square Day Care Center, Boston
Kline, Dr. Karen, Department of English, Brandeis University, associated with the new day care center at Brandeis
Lafayette, Mrs. Kate, Director, KLH Child Development Center, Cambridge
McDevitt, Mrs. Judith, one of the authors of A Day Care Proposal for Harvard, now at the State University of New York at Stony Brook
Mitchell, Mrs. Grace, Living and Learning Center, Inc., Waltham
Morgan, Mrs. Gwen, Day Care Coordinator, Massachusetts Office of Planning and Program Coordination, and the first director of the KLH center
Nadelson, Dr. Carol, proposal for day care, Harvard Medical Area, and associated with the new NOW Day Care Center, Brookline
O'Sullivan, Mrs. Geraldine, Educational Director, Child Study Center, Wellesley College
Polk, Mrs. Angela, Family Services Agency, Wellesley
Stokes, Mrs. Laurie, Personnel Office, Harvard University, internal working paper on the need for day care at Harvard from perspective of the employer

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Industry Related Day Care: The KLIH Child Development Center, Part I, Social Administration Research Institute
Newton Day Care Center Proposal, Newton Day Care Center Committee, 429 Cherry Street, Newton
University of North Carolina, Greensboro, materials on Demonstration Day Care Project for Infants and Toddlers, available from Dr. Mary E. Keister

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Keister, Mary Elizabeth, The Good Life for Infants and Toddlers: Group Care of Infants, National Association for the Education of Young Children, Washington, D.C., 1970
Kritchevsky, Sybil, Planning Environments for Young Children, 1969
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White, Burton, "The First Six Years of Life: A Report on Current Research and Educational Practice," offprint
_____, "The Role of Experience in the Behavior Development of Human Infants: Current Status and Recommendations," offprint

Day Care Facilities Associated with Educational Institutions
in Operation or in the Planning Stages

Brandeis University--a cooperative day care center; contact Dr. Karen Kline, Department of English

Brown University--in planning stage; contact Mrs. Ann Weinstein

Federal City College, Washington, D.C.--day care center has long been in operation; contact Mrs. Natalie Arrington, Director

Harvard University--contact Mrs. Laurie Stokes, Personnel Office, or Mrs. Virginia Demos, Radcliffe alumnae proposal, A Day Care Proposal for Harvard

MIT--ten places contracted for at KLM Center; contact Janet Arterton, MIT Planning Office

Tufts-Jackson--contact Dean Adele Simmons

University of Massachusetts at Boston--in planning stage; contact Thomas Brown, Department of History

University of North Carolina at Greensboro--Demonstration Project, Group Care of Infants and Toddlers; an extensive list of published material is available on this project; contact Dr. Mary Elizabeth Keister

There may well be other projects under way at Boston-area colleges. I have not made an extensive survey.

APPENDIX D

FOREIGN STUDY

Eric Kurtz
September 1970

Conclusions

Opportunities for foreign study are important to the College as a whole, for they enlarge the curricular opportunities not only in foreign languages and literatures, but also in such fields as art, history, economics, English, and political science. They are important to students in providing more freedom and variety during the four undergraduate years. As questionnaires from students who have studied abroad abundantly show, a summer, semester, or year of foreign study can provide a liberalizing, humanizing experience for which there is no other equivalent. For those who do not choose to study abroad, the existence of the option can enhance their sense of a voluntary commitment to four years at Wellesley. And, since many students return to Wellesley after studying abroad, intellectual life in the dormitories and classrooms on campus is enriched.

There are important limitations to Wellesley's commitment to foreign study, at least over the next five to ten years. I think that at this point, Wellesley's energies and resources should be mainly turned to academic life on campus. Foreign study programs do not necessarily drain the resources of the College. They can be operated without financial loss, and they can, if anything, invigorate an academic department. But much of the resulting intellectual excitement takes place away from campus, and at least some of the energy of the faculty and administration is diverted from the important business of renewing the vitality of the College curriculum. For this reason, I would be dubious about proposals for foreign study on any scale as large as that of the Tufts programs in various countries or of the Dartmouth foreign language and foreign study programs.

Nevertheless, I think that Wellesley should be receptive to proposals for foreign study programs, particularly those which significantly expand the College curriculum and those which can be operated in cooperation with other colleges. I think the Wellesley faculty can establish connections with academic departments at foreign universities, to facilitate student exchanges and admission of Wellesley students into foreign universities. And I think that by improving our methods of advising students about available programs of foreign study, we can freely encourage students to study abroad on programs operated by other colleges and on individual, independent study programs undertaken by students while enrolled in foreign universities.

Recommendations

1. I think that the Commission, and in turn the College, can publicize its recognition of the importance of foreign study. If it is not administratively imprudent at this point, I think that the Commission can speak enthusiastically about the plans now underway for a program of study in China. The

Commission can urge departments to consider the place of foreign study in their curricula, and to discuss ways of making students' plans for study abroad academically rewarding. The language departments should all emulate the French Department, which last year set up a committee to evaluate a number of Junior Year Abroad programs. Other departments might emulate the Economics Department which, through the efforts of Mrs. Bell, has developed close connections with the London School of Economics and can help students to enroll there.

2. The College should be receptive to departmental proposals for programs of foreign study, particularly those involving cooperation with other colleges. The Twelve College Exchange has funds that might be used to develop a cooperative program of study in Africa. Mr. John Bowman, of the Council on International Educational Exchange, was extremely interested in such a program when I talked to him in August 1970. The CIEE has had some experience in administering summer programs in Africa: it could take over some of the planning and logistical arrangements, and it has sources of money to help in the planning of projects of this kind. The Institute of International Education was also interested, and could advise in the planning and administration of a program. I did not discuss this prospect with directors of black studies programs at the twelve colleges, partly because it was August, and faculty members were hard to find. I have suggested to Mr. Philip Driscoll, director of the Exchange, that he arrange a meeting of foreign study advisers in the fall. Perhaps this possibility can be discussed then. He has also been in touch with black studies teachers at the twelve colleges, and he might be able to assess their interest.

I have thought about, but not investigated, other possibilities for cooperative foreign study programs: for example, interdepartmental honors programs. An academic year program might be developed for honors seniors in comparative literature. A highly selective group of French and German majors from several colleges might go to Strasbourg, say, or Basel, with a director from one of the colleges, and undertake individual intensive reading programs, with a series of short papers, instead of the customary honors thesis. Or a program might be developed to study the politics and economics of a developing country. Or another program might have a changing topic in history and literature, or history and philosophy. Again, I have not consulted widely among the Wellesley faculty; but clearly the initiative and energy for such proposals must come from individual teachers and from departments. I have also not attempted any estimate of costs. Many colleges operate foreign study programs on condition that they pay their own way; but there may be hidden administrative costs, in addition to the diversion of energy away from the college campus, which I discussed above.

In short, I think that Wellesley should be skeptical, but receptive, toward proposals for foreign study programs; and I think a black studies program in Africa is a real possibility, given the support of black studies directors on other campuses and the cooperation and help of the CIEE and the IIE.

3. I find the proposed exchange arrangement with Dartmouth College extremely attractive for several reasons; but one of the most important is that it would make Dartmouth's foreign language and foreign study programs fully available to Wellesley students. Mr. Stephen Nichols enthusiastically

looks forward to the participation of both Wellesley students and Wellesley faculty, who might serve as program directors. The programs include several orientation sessions on the Dartmouth campus during the semester preceding the study program. If Wellesley were participating, these sessions could take place on the Wellesley campus as well. I hope very much that the Commission will recommend a large-scale exchange with Dartmouth.

4. Our advising of students interested in foreign study should be improved, in order to allow students greater freedom to enroll in programs sponsored by other colleges. Much of my time this past summer was spent gathering information and advice to pass on to students in the "Informal Guide to Foreign Study" which I have prepared. The guide, unfortunately, is least helpful where it is most needed, that is, in comparing and evaluating the merits of individual programs. Reliable judgments of this sort are simply unavailable, at least to me.

In addition, I want to propose two changes in our methods of advising about foreign study. First, I think we need a regular, part-time foreign study adviser. Members of the staff of the Career Services Office advise graduating seniors about foreign study opportunities. And the class deans, burdened though they are, will of course be helpful. But I think we need, and can afford, to hire someone with several years' experience in foreign study advising of undergraduates, to come for two afternoons or so a week, and consult with deans and freshman and sophomore advisers, as well as with students, about opportunities for study abroad. It may be that in future years this function could be taken over by another member of the administration. Future decisions about foreign student advising, for example, might bring in the matter of foreign study advising as well.

Second, I think it would be very useful, to the College and to the students, to have a faculty advisory committee on foreign study. Its function would be to read students' proposals; to interview especially those students who plan an independent study program while enrolled in a foreign university; to make recommendations to the class deans and department chairmen; and to help students get into the programs or universities they are interested in. This last function is especially important. Most foreign study programs run by American colleges and universities admit students from other colleges when they have openings, though they often do not publicize their policy. A student applying by mail is in a relatively anonymous position; but a telephone call or letter to the director of the program, with a committee endorsement of the student's plans and qualifications, can help her gain admission. The same is even more true of students who wish to enroll directly in foreign universities; there the student is even more anonymous, and the prestige of a committee of professors is more potent. Brandeis, which has a committee of this sort, has found that the committee is especially useful in enrolling students in British universities; and I think also of Miss Bonadie's interest in enrolling students in the University of the West Indies.

I imagine that the committee might be composed of several members of language departments and several from other departments with interest in foreign study (art, economics, English, history, political science, for example). It might have at least one student member who had studied abroad in her junior year, and perhaps another from the Educational Policy Committee, or Senate,

or News. The part-time foreign study adviser (if there is one) and the sophomore class dean might also want to attend meetings. The enthusiasm of the group of faculty members and students brought together in the spring of 1970 to discuss foreign study is, I think, a good indication of the willingness of a number of people on campus to work as members of such a committee.

APPENDIX E

THE EDUCATION AND NEEDS OF WOMEN

Mary R. Lefkowitz
September 1970

Wellesley College desires to take the foremost place in the mighty struggle. All our plans are in outspoken opposition to the customs and prejudices of the public. Therefore, we expect every one of you to be, in the noblest sense, reformers.

Henry F. Durant, 1890

Introduction

Mr. Durant's "revolution" might be expressed in contemporary terms as the creation of a society in which women could attain the capacity for doing good beyond the circle of their immediate families. The first requirement for young women to be able to serve the larger community was to learn about the world outside themselves, which could be achieved by making available to women the kind of education traditionally available to the men who assumed the influential roles in society. A few universities and colleges in this country admitted a small number of women students, but in order to attract other than those few pioneers in every generation who stride with confidence across established bounds, it was necessary to set up a residential community to provide the social framework, environment, and physical comfort that young women were accustomed to at home. The college differed from the home in that it gave access through reading, research, and instruction the opportunity to discover a world not yet made immediate by telephoto and television, to look beneath a surface that archaeology and science were only beginning to penetrate, to become acquainted, in an era when travel was uncomfortable and relatively expensive, with people who had come from different backgrounds and cultures.

If the success of a revolution could be best demonstrated by its institutionalization, it would be possible to say that the "mighty struggle" had been waged triumphantly. Wellesley College ranks high in all attempts to rate academic institutions. Each place in the freshman class draws more than four applications from the best female high school students; the degree of alumnae support provides strong indication of satisfaction. With alumnae aid the College endowment has grown from almost \$600,000 in 1901 to \$88 million (book value) at the end of fiscal 1969-70; the organization of the alumnae association sets standards for other institutions. Wellesley education seems to have served well Mr. Durant's intended purpose. Wellesley graduates (as demonstrated by the alumnae survey of 1964) have consistently been active in social service. They

exceed or match the average for some of the other Seven Colleges for women earning higher degrees.¹

But some of the facts cited above can also be read negatively. The fact that many well-qualified secondary school students do not apply to Wellesley may indicate that the positive aspects of women's education have not been sufficiently illustrated.² The pursuit of graduate study is an encouraging index of alumnae intelligence and perseverance, but it may also reveal certain inadequacies in the present educational program. In most professions the B.A. is no longer the terminal degree.³ The increasing complexities of community work demand sophisticated services even from volunteers. The fact that Wellesley produces only a few more doctors, lawyers, and professors than it did at the turn of the century seems surprising, in view of the longer life span and greater comfort guaranteed to women by today's technology.⁴ The traditional alternatives of housewife-volunteer or spinster-professional hold little appeal for the majority of today's undergraduates, who plan to combine marriage with professional careers.⁵ Questionnaires and interviews reveal among both college students and women returning to careers a pervading sense of confusion and isolation over possible conflicts among their responsibilities. The "mighty struggle," at least in the eyes of present combatants, is still in progress. The accelerated professionalism and technology of the 1970's demand renewed leadership in women's education.

Curricular Programs

If Wellesley's primary purpose were to serve the small numbers of women

1		<u>M.A.</u>	<u>Ph.D.</u>
	1964 Wellesley	40.0%	10.0%
	1962 Mt. Holyoke	17.0	3.0
	1961 Barnard	25.0	7.0

Statistics in all cases are incomplete; they are based on a less than 100% sample. Data are not available for the other colleges in the "Seven Sister" association.

²See report on the Commission's Secondary School Survey, December 1969 (Appendix I).

³Of possibilities in the existing curriculum, only a B.A. with certification for teaching permits direct entry into a profession. Interesting documentation of this problem appeared as early as the 1951 Wellesley alumnae survey in the statistics on major choice (one out of four felt she would choose differently) and in concern over adequate preparation for careers in education. The 1970 student survey shows that only 13.9% of present Wellesley undergraduates intend to stop with the B.A.

⁴The national statistics are also discouraging. More women in 1930 earned M.A.'s (40.4%) and Ph.D.'s (15.4%) than in 1966 (33.8% and 11.6% respectively) [J. Osofsky and H. Feldman, "Fact Sheet on Women" (Cornell University 1969) 1].

⁵In the Commission's student questionnaire, only 10% of the present

who complete graduate study and enter immediately into the continuous practice of a profession, only routine adjustments in the present curriculum would be necessary. Educational institutions throughout the country readily accommodate students who are able to work through the degree sequence without interruption and who can devote full time and the energies of youth to their chosen fields. But most women are prevented by the natural pattern of their lives from studying or working steadily through the years in which men generally receive their formative professional training. As a result, women college graduates have tended to work in fields which require little or no professional training, and/or to participate in the extensive volunteer force that serves most educational and community institutions.

Continuing Education. Wellesley, while still placing primary emphasis on the needs of full-time students 17 to 22 years old, began some years ago to meet the requirements of older women seeking to continue their education. Since 1964 the Wellesley College Institute in Chemistry (supported by the National Science Foundation) has provided opportunity for women to earn a master's degree on a part-time basis. The College's new Continuing Education program attracted over one hundred inquiries and accepted thirty candidates to begin part-time study in the fall of 1970 towards a B.A. and for retraining. However, a marked decline in the number and quality of applications for the Chemistry Institute in 1970-71 indicates that only relatively few well-qualified older women students in any one decade may be interested in pursuing serious academic study.⁶ The limitations of the market may indicate that the Continuing Education program need not be expanded much beyond its present capacity. However, it should be observed that unless financial aid is made available to part-time students, there will be little diversity in the background of applicants to this program. In 1970-71 two candidates accepted by the Board of Admission decided not to come because they could not afford the cost of tuition. The absence of financial aid also discouraged applications from a number of other well-qualified applicants. Availability of grants covering tuition (set at \$300 per course) for up to 20% of accepted candidates would help meet the requirements of these well-qualified but less affluent women.⁷ Candidates, particularly in the 21-30 age

undergraduates indicated "marriage only" as intended plans after graduation. Ambiguity in the phrasing of the question could mean that the actual percentage was somewhat lower.

⁶A similar trend is visible in the fellowships awarded by the Radcliffe Institute: the original intention had been to attract professional women who would profit from renewed access to the university community. However, fellowships in 1968-69 and 1969-70 were awarded primarily to women who already had some university connection (women professors or teachers on sabbatical, or faculty wives).

⁷In general, mothers will spend money on the education of everyone in the family except themselves. In the Wellesley College Institute in Chemistry, the National Science Foundation provided free tuition and grants of up to \$1500, which were intended to cover the baby-sitting and housekeeping costs necessitated by long working hours in the laboratory. However, for the majority of Continuing Education students, who will not be concentrating in the laboratory sciences (a trend parallel in the fields chosen by applicants to the Radcliffe Institute Fellowship Program for Part-Time Graduate Study), tuition and book grants alone may suffice. The successful part-time graduate study program at

bracket, might also be encouraged to apply by the availability of evening classes and by the presence of an infant and child care facility, not simply because their children might be able to be enrolled in such a facility, but perhaps primarily because the existence of such a facility would make them feel that Wellesley was interested in the whole of a woman's life, in other words, that they too "fitted in."⁸

Curriculum extension. Courses in fields where the requisite professional degree can be obtained in two years or less would also serve the needs of older women. Young undergraduates also profess considerable interest in master's degrees in the field of education. However, the small size of the older applicant pool argues against the establishment of programs in library science, social work, and in the paramedical professions, fields in which women of conventional college age express less interest.⁹ Until there is a significant shift in undergraduate career plans, it seems reasonable to rely on the considerable resources of other Boston-area institutions.

Degree programs. Another ready means of helping our educational program better suit the pattern of most women's lives would be to permit more rapid progress through existing degree programs. Acceleration, that is, attainment of the B.A. in less than the normal four years, is already possible under the present system. Much of the existing red tape could be removed by changing existing legislation to read "The normal time for earning the degree is three to five years" and by providing administrative encouragement for students electing to complete their work more quickly.¹⁰

the Radcliffe Institute has operated on this basis since its inception three years ago. At Wellesley, grants of up to \$1500 would cover cost for half-time study, with a total cost to the College of up to \$9000 in the first year if applications continue at the present rate (fellowships for 20% of 30 students). In subsequent years the availability of financial aid would probably increase the number of qualified applicants.

⁸Continuing Education students seem particularly concerned about their "otherness" in the college scene. One of the most important functions a continuing education program (or any association of professional women) can perform is to ease this pervading sense of isolation; see A. E. Siegel, "Education of Women at Stanford University," The Study of Education at Stanford: Report to the University (Stanford 1969) VII 93, and Women in the University of Chicago: Report of the Committee on University Women (Chicago 1970) 19. Most applications to the Wellesley Continuing Education program come from women in the 31 to 45 age group.

⁹Thirty per cent of the undergraduates who answered the Commission's student questionnaire indicated that the M.A./M.S. (undifferentiated by field) was the highest degree they intended to obtain. A program for nurses' training sponsored jointly by Radcliffe College and the Massachusetts General Hospital attracted few Radcliffe undergraduates in its ten years of existence (it was dropped by Radcliffe in 1964).

¹⁰Wellesley College, Articles of Government, Book II, Art. I, Sec. 1.A. Under the present system, students wishing to accelerate must petition the Academic Review Board and secure special approval of their plans from their dean and from their major department. The feeling that a four-year stay is requisite for intellectual development and maturity has no statistical support.

Special departmental programs permitting students with advanced placement or with summer credits to complete both B.A. and M.A. in four years could be developed under the present system. In addition, the availability of M.A.T. and M.A.C.T. programs at Wellesley would provide direct access to a field entered by a large number of graduates. Programs sharing the facilities of neighboring institutions would permit upperclassmen to reduce the long training necessary for advanced degrees.

Community service. A third important way in which the College can better serve all its graduates is by providing training for effective community service. The idea of preparing college-educated men and women for work (paid and volunteer) that will be demanded of them by their communities and their governments has received relatively little attention in educational planning, although the social potential of such work is incalculably great. Women, in particular, seem to prefer occupations that enable them to provide direct help to other people.¹¹ Moreover, practical acquaintance with existing community services serves as a valuable supplement to the theoretical and historical information provided by courses in the social sciences. Existing programs like the Washington Internship and the East Boston-Wellesley program are examples of working experience that relates directly to the curriculum. The proposed program in Suburban-Regional Studies, with increased opportunity for volunteer work in the town of Wellesley, could serve a particularly valuable function, since it would enable students to examine objectively the type of community from which many of them come and to which many of them will ultimately return.

Women's role in society. It is more difficult, however, to determine what curricular means can be employed to increase awareness among our students about the nature and responsibilities of women's role in society. The special courses on women's civil rights movements, literature by women, and the sociology of women offered at a number of coeducational schools seem intended to provide counseling services as well as factual information to students often in desperate need of advice and moral support. The special Commission subcommittee on the education and needs of women initially expressed much interest in the concept of a special Institute on Women. But after considerable reflection the subcommittee members independently and unanimously concluded that a formal research organization would not fulfill the needs it was intended to serve. It was observed that the problems of women mirror, rather than refract, the problems of the larger society, and therefore did not constitute an independent discipline, in other words, that study of the role of women must almost immediately include study of the role of men, and that the recent interest in women's rights can be best interpreted in the context of the entire civil rights movement. Student members of the subcommittee felt that an immediate response in the form of service (information, counseling) would be more functional than accumulation of scholarly statistics. On the other hand, it seemed important for the College to commit itself more positively to improving women's position in society and understanding of their true capabilities. A ready means of increasing awareness seemed to be available in the existing curriculum, in courses that dealt in large

¹¹J. Katz, "Career and Autonomy in College Women," Class, Character, and Career: Determinants of Occupational Choice in College Students (Stanford 1969) 137.

measure with women's problems.¹² But the most significant contribution, in the subcommittee's view, would come through lectures, information, and public statements by officers of the College about the social forces affecting women, and expansion of discussions of the problems of choosing and managing a career (see Extracurricular Programs, below).

Extracurricular Programs

Career counseling. The Wellesley College Career Services office can be objectively rated as one of the finest in the nation. However, the results of the Commission's 1970 student survey confirm the Career Services office's own opinion that its facilities are under-utilized.¹³ At the present time young women seem particularly uncertain about the nature of women's role, because of the diminishing value placed by society on the institutions of marriage and the family. As a result, decisions about career are postponed by many students until their senior year or even later. There is also a tendency among today's students to place less value on professions that are not oriented toward community service. The natural desire of faculty to see students pursue graduate study in the academic disciplines has caused students to disregard (or even not to voice) interest in careers outside the field of secondary and university education.

A first step in remedying this potentially destructive situation would be to improve coordination among the various departments concerned with counseling: the deans, the chaplain, Career Services, Health Services, and department chairmen. The conventional administrative setup that separates faculty from administration and administrative departments from each other has been cited as outmoded in recent studies of career (and non-career) motivation among college women.¹⁴ More information should be available to members of the community about existing services: many faculty and faculty advisers are not aware of the existence of the Career Services library or of the file of alumnae throughout the country involved in various professions. Such information might effectively be promulgated through a descriptive handbook, since the annual reports provided by individual offices seem always to assume previous acquaintance with the nature of their services. Small discussion meetings (rather than the traditional open houses or formal lectures) involving persons responsible for advising

¹²Offered in 1970-71: English 150(1)b, Women Writers and Women's Problems, Mrs. Spacks; Psychology 303(1)(2), the Psychology of Women, Mrs. Alper, Mrs. Schnitzer; Sociology 221(1), Family and Community, Mr. Restivo; Sociology 311(2), Personality and Culture (including child training, role learning), Mrs. Henderson.

¹³Students answering the questionnaire cited "no one" as the primary source of "the most help in discussing problems related" to their choices of career (36.5%). Other sources of influence, in order, were: other students (21%), a member of their major department (18.7%), a member of their family (12.3%), a member of a different department (4.1%), the Career Services office (2.2%), a dean (1.6%). Seniors used the Career Services office somewhat more (7%), freshmen were slightly less independent of their deans (3.0%). It is discouraging to learn that over half the students responding to the survey relied on the advice of those least qualified to give it.

¹⁴See Katz (note 11) 134-138, 143-145.

would provide opportunity to fill informational gaps and to discuss common problems. Since students tend to bring most of their career choice problems to individual instructors (not just to chairmen and major advisers) the whole faculty must share the responsibility for providing informed and balanced advice.

Practical experience. But it is also an educational fact that abstract information needs validation in experience. Experience, in the case of career choice, can be direct (a summer job, part-time work during the school year) or vicarious (close acquaintance with the experiences of others). Providing the first type of experience in the context of a demanding college year has proved difficult. Practice teaching, one of the most valuable means of "applying" what one has learned, cannot easily be accommodated to the present college schedule; scheduling of courses elected by seniors in the late afternoons and evenings (hours least favored by faculty) would provide a reasonable alternative. Increased opportunity for students to participate in tutorial work within the College (as presently possible in courses like Economics 355 and Political Science 350) should be provided. The possibility of internships with nearby business concerns should continue to be investigated. In general, departments should make every effort to bring their students into closer contact with the world of work.¹⁵

Role models. Still, for women, learning about the nature of employment is only the initial step in choosing a career. For most women, and especially for married women, more crucial determinants are location and the circumstances of family life. Unfortunately it is in this important area that the least information is available. The most insistent questions about the effect of women's careers on husbands, children, and even parents, can be answered (in the absence of comprehensive research) only on an individual basis. In this respect "role models" are particularly helpful; in observing older women around them, students can become acquainted with the advantages and disadvantages of combining marriage, children, or in the absence of these, with a career.

Faculty. The high percentage of women on the faculty and administration at Wellesley is particularly commendable in this respect; of the 1970-71 officers of instruction, 55% are women, in contrast to 36% at Smith or to 43% at Bryn Mawr in 1969-70, not to mention the notoriously low percentage at coeducational schools like Harvard (13.5%, with almost all in the junior ranks), Stanford (5%), Chicago (7%), or even Swarthmore (19%).¹⁶ The high percentage of women on Wellesley's senior faculty (58% as opposed to Smith's 28%, Bryn Mawr's 29%, Harvard's 0.42%, and Swarthmore's 7%) provides the strongest evidence of a

¹⁵On the problem see Katz (note 11) 148. Results of preliminary investigation of employment opportunities in the Boston area conducted by Mrs. Stanley Feldberg for the Commission's subcommittee on the education and needs of women have been forwarded to the Career Services Office.

¹⁶Sources of information: Wellesley College Catalogue (proofs) for 1970, 1969-70 Smith, Bryn Mawr, and Swarthmore catalogues (data analyzed by Commission office); "Preliminary Report on the Status of Women at Harvard" (March 9, 1970); Siegel (note 8) 85; Women in the University of Chicago (note 8) 1-2. One of the two women full professors at Harvard (in the 2495-man Faculty of Arts and Sciences) occupies a chair that can only be held by a woman.

consistent effort to avoid the discrimination practiced in the larger society and even at other women's colleges.¹⁷

However, it may become increasingly difficult to approximate a 50-50 ratio of men to women if the proportion of Ph.D.'s awarded to women continues to decline.¹⁸ Another adverse factor is the present appointments system, which is designed to conform to the full-time, generally uninterrupted progress that can be expected from men. Part-time appointments are available for visiting professors, and for instructors or lecturers, but there is no existing policy for awarding long-term contracts or professorial rank to deserving instructors who can continue only on a part-time basis. The principal arguments against regularized part-time appointments have been concerned with distribution of administrative work, since part-time instructors are not asked to serve on committees and do not always participate in department functions. However, clear stipulation that long-range part-time appointments involved service on Departmental Committee A, supervision of 350 and 370 projects, and in the case of half-time or more, eligibility for nomination to certain faculty committees, would prevent overburdening of the full-time faculty. Regularized part-time appointments would be of particular (but not exclusive) assistance to women with very young children, who seem to constitute the most influential role models for women college students.¹⁹

Another discriminatory facet of the present appointments system is the so-called nepotism rule, which prevents employment of both husband and wife (on a full- or part-time basis) in the same department. (Articles of Government, Book I, Art. IX, Sec. 1.c.) In practice such rules have generally resulted in the dismissal or non-appointment of the women who marry within their fields.²⁰ Diversity in departmental control might be served as effectively by restricting

¹⁷Care must also be taken to avoid sexual discrimination on a departmental basis. As far as women are concerned, Wellesley's record is exceptionally good. At present only one department, Religion and Biblical Studies, has significantly more men than women (9 to 1), but this reflects the effects of a system of training (B.D., then Ph.D.) in a field which is now being modified to include other types of degrees. On the other hand, there are no men in the German or Russian departments at Wellesley, in contrast to evenly balanced corresponding departments at Smith and Bryn Mawr. It should be observed that the respect of men is an essential factor in career achievement; see Katz (note 11) 130, 132.

¹⁸U.S. Bureau of Labor Statistics, quoted in Osofsky and Feldman (note 4) 1. In 1930, 15.4% of all Ph.D.'s were women; in 1940, 13.0%; in 1950, 9.6%; in 1966, 11.6%.

¹⁹Siegel (note 8) 97.

²⁰Women in the University of Chicago (note 8) 6; Siegel (note 8) 87. The Chicago rule has recently been abandoned. Mary I. Bunting, Patricia A. Graham, and Elga R. Wasserman, in "Academic Freedom and Incentive for Women," Educational Record, Fall 1970, 387, state: "The appointment of a couple in an institution does introduce complications that may be well worth risking and, in any event, there need not and should not be a rule against the practice. Where couples are successful the benefits . . . are often impressive as academic and social interests flow together to develop broader intellectual outlooks."

membership on those committees that make recommendations on appointments to one member of any given family (including parents/children and siblings, who are not mentioned in Wellesley's present nepotism rule). Facilities for child care such as the proposed child care facility would provide further means of attracting and keeping on the faculty the growing number of young women who wish to combine family and career.²¹

Older students and alumnae. Students in the Continuing Education program, some of whom are only a few years beyond traditional college age, can provide important illustrations of the different ways in which it is possible to approach education and career. Young alumnae (including housewives) should come to the campus to talk about their work; the Career Service office's plans for informal meetings and dinners may provide a pattern for increased alumnae-student contact. A system of informal internships with alumnae in other areas of the country and in fields other than education would be of particular service in helping serious students see what an actual day-in-the-life-of was like: the existing files of the Career Services office could readily provide the basis of such a network. A special program to bring famous alumnae to Wellesley for a two or three day visit would provide opportunity for students to talk with women who have solved some of the problems students and younger faculty are in the process of formulating. In general every attempt to increase student-alumnae contact, to bring local alumnae to campus for occasional meals or cultural functions, should be encouraged.²²

Men on campus. The Commission has already expressed interest in making extensive use of coordinate programs like the MIT-Wellesley and Twelve College exchanges, and the proposed exchange with Dartmouth. The 1970 student survey confirms that Wellesley students believe that the presence of men on campus will improve the educational, social, and cultural life on campus. While the data supporting the first belief tend to be impressionistic, there seems to be little doubt that at coeducational and closely coordinated colleges a more "normal" social life is possible and cultural events are better attended (especially on weekends).²³ The presence of male students may also provide an indirect means of encouraging women to choose more diverse and ambitious careers. The recent study of career choices among women at Stanford University and San Jose State College conducted by Joseph Katz and associates indicated that a critical

²¹Increasing numbers of professional organizations, both academic and non-academic, are addressing themselves to the status of women. The position of women in professions, part-time appointments, nepotism, special leave for family responsibilities for men and for women, and child care are almost universal topics of attention, formal study, and resolutions. In January 1971, the Career Services office wrote to a representative group of organizations to ask for information and reports.

²²See Final Report of the [Wellesley] Student-Alumnae Study Committee (10/14/69).

²³The widely cited report on men at Vassar by Professor Dwight Chapman is based on a statistically insignificant sample. Other studies of male/female learning differences deal principally with primary grades; see Commission Report on the Cedar Crest Conference (9/18/69) 3.

factor in determining career choice was the approval of male contemporaries.²⁴ This finding could be taken as an argument for coeducation, but since women graduates do not seem to use their education more constructively than graduates of the women's colleges, it does not seem justifiable to view coeducational situations as inherently more supportive of women's career aims.²⁵ The universal tendency of coeducational schools to place primary emphasis on the education of men, as evidenced by the disproportionate ratio of men to women among students and faculty, and in administrative posts and in student organizations, has not encouraged the majority of women co-eds to assume other than traditional roles.²⁶ An educational system which consistently permits women to hold positions of leadership can serve as a better means of encouraging men to estimate more fairly women's intellectual and vocational capacities. The present and proposed coordinate programs should provide a uniquely constructive atmosphere at Wellesley.

Conclusion

Implementation of the programs described above cannot guarantee immediate or even eventual victory in the mighty struggle described by Mr. Durant almost one hundred years ago. But they can enable the College to serve as a model in women's education for other colleges and universities.

Summary of Recommendations

Financial aid for Continuing Education - page 133
Redefinition of "normal time" to complete B.A. degree as three
to five years - page 134
Encouragement of programs leading to B.A./M.A., M.A.T., or
M.A.C.T. conjointly - page 135
Establishment of M.A.T. or M.A.C.T. program - page 135

²⁴Katz (note 11) 132. It is interesting to note that fathers seem to encourage their daughters to enter more ambitious careers than do mothers (p. 130).

²⁵Alice Rossi's suggestion in "Sex Segregation and the Women's Colleges" (lecture at Wellesley 3/11/70) 3, that "training in leadership positions provided at a women's college might argue well for becoming a leader in women's organizations: the League of Women Voters, book or garden clubs," is not based on formal research.

²⁶Information solicited by the Commission from Carleton, Earlham, Oberlin, Reed, and Swarthmore colleges confirms that most of the important student offices in coeducational schools are held by men. Women seem to be represented on the governing committees of most college organizations, but usually as secretary or as subordinate officers. At Carleton this pattern has caused women to lose interest in running for college office. Acting Dean Bechtel of Oberlin reports that rigorous efforts to find women prepared to participate in student-faculty committees and student leadership positions have failed, with the result that Oberlin women have virtually no political power and must refer all their concerns to the dean of women. See Ruth M. Oltman, "Campus 1970: Where Do Women Stand?" AAUW Journal, November 1970, 14-15, for a more comprehensive report on the role of women faculty, students, and administrators in institutions of higher education.

More opportunity for participation in community services, on both a curricular and extracurricular basis - page 135
Special lectures, information, and public statements about social forces affecting women - page 135
Greater coordination among offices and staff concerned with student career counseling - page 136
Faculty cooperation with Career Services office concerning career counseling - page 136
Maintenance of high proportion of female faculty - page 137
Regularized part-time appointments - page 138
Modification of nepotism rule - page 138
Increased contact between students and alumnae - page 139
Increased coordination with men's colleges - page 139

The Commission is especially grateful to the members of its subcommittee on the education and needs of women: Abigail Bacon '72, Anne Noland Baybutt '44, Theodora Lehrer Feldberg '48, Joan Lister '71, Eleanor L. McLaughlin '57, Elizabeth J. Rock, Helene Kazanjian Sargeant '40, Anne-Marie Tardif '70, and Christine Wing '71.

APPENDIX F

MINORITY GROUPS AT WELLESLEY COLLEGE

Sondra I. Bonadie
November 1970

Wellesley College has had to respond to the unfolding revolution in education on college campuses in the United States. The spearhead of this revolution has been the increasingly strident and vociferous demands for basic rights by the black minority in American society. In this revolutionary situation, two years ago black students at Wellesley made certain "demands" of Wellesley as an institution, and the course of innovation in that regard has depended on the reaction of the educational establishment to these "demands" -- as it has in varying degrees on college campuses. Wellesley met the "demands" and accepted a larger number of black students. But the question must be asked: What is Wellesley's commitment to the presence of black/brown students on its campus? It is an extremely important question. Answers will dictate corresponding goals and eventualities.

The large increase in black students (and I will here address myself to the black minority since other minority groups at Wellesley are at best, if at all, only tokenly represented) was a political expedient. Does Wellesley have a moral commitment to education of black/brown groups in general and mutatis mutandis -- the desire to make corresponding adjustments and changes to reflect that commitment?

Perhaps an even more profound question needs to be asked: What is the role of an educational institution in a period of revolutionary change? I will sidestep that more difficult problem of proscribing the limits of an educational institution in the over-all process of the civilizing of any society. Whatever the answer, it seems irrelevant because societal demands and pressures are being felt on college campuses, and educational establishments must respond if they are to remain viable.

If Wellesley College is to have more than a rhetorical commitment for minority groups in its future, it should examine the implications of such a commitment; what could be the rationalization underlying such a decision? We should all bear in mind that any honest evaluation of other cultures must deviate from the dominant white societal norms. It takes no Native Son, Invisible Man or Malcolm X to tell us that black/brown creativity is by definition a denial of the white ethic. This is particularly true in terms of evaluating black/brown students for entrance to traditional schools like Wellesley. To depart for a moment: the raw evidence points to the fact that black/brown students do poorly on national tests. It is a fact that educationally disadvantaged students perform inadequately because the educational experience affords them a substantially-below-average opportunity to acquire the kind of knowledge and skills that underlie excellent performance on tests that are at present nationally administered. Standardized educational tests such as the SAT's and tests of their kind misrepresent the learning ability of those

students whose educational and living experience have been significantly different from that of the majority for whom these tests are tailored and for whom these tests might be more valid predictors. As recently as December 1968 the College Board asked the following essay question of the hundreds of thousands of students fighting for a place in the college class of 1973. There is no doubt in my mind that many of the students who presented us with substantially lower Board scores were required to answer the question:

Some possessions like a mink coat, a particular kind of car, or dog, or membership in a club, by seeming to confer upon their owners a particular status, influence the average person more than he realizes. Assignment: Choose one of these status symbols or one that you think of, explain its reasons for its appeal, and show how that symbol has been a force for both good and ill.

What on earth is a bright and eager black girl from Louisiana whose mother has been cook in twenty different homes going to say about furs or a Cadillac or about membership in the all-white golf club on the other side of the tracks? Clearly the intent is to point out that the question regards the student who has experienced the status assumed by the questions.

One can understand why the problem becomes acute when standardized tests are relied upon as a measure of intellectual ability and where the clear assumption is that diversity can be made to conform to a spectrum of this kind. We must adjust our value systems accordingly.

We should examine the image Wellesley projects to black/brown students. It is, rightly or wrongly, a reflection of traditional American society, non-responsive, non-receptive, alien to black/brown cultures. It has been a repository for, and an inculcator of, traditional American values, and as such it is not friendly or responsive to members of "minority" cultures (a popular misnomer for "the disadvantaged" is "culturally deprived" -- where a judgmental decision denies "culture" status to anything but Western European culture) -- the real implication being "cultureless." In order to be responsive to black/brown groups, black/brown cultures and mores must be understood and accepted with equality. The institution must come to terms with this very basic problem if it is to plan for minority groups at Wellesley and include the particular Ding an sich that is the legitimate expression of these cultures.

Planning for black/brown groups is an exercise in futility without this basic understanding. But where shall we start? It is of course most difficult, but most basic, for if minority groups are to be comfortable at Wellesley, Wellesley must be non-alien for them. These are revolutionary times and the accepted historical roles are no longer valid. Wellesley as an institution must be primarily concerned with its intrinsic quality and its attitudes towards "minorities" and not with homogenization. It must recognize that black/brown groups will no longer conform to a particular Wellesley ideal and that Wellesley will have, now, to accommodate itself to these groups. Wellesley must be less concerned with the attitude of black/brown students on its campus than it is with the attitude of the entire Wellesley establishment towards these students. There must be a turning inward and an examination in terms of the institution and its accommodation of black/brown groups. Makeshift innovations, stop-gap

methods such as black studies, a black administrator here and there, will produce negative returns unless the institution understands and accepts the basic premise of legitimate and equal cultures and therefore sets about to become a pluralistic educational institution.

Another question we might want to raise is a basic one concerning a liberal arts education. Liberal arts expectation stresses white middle class values and the college experience is much easier for white middle class students because for them colleges like Wellesley fill early expectations and prepare them for a specific kind of society.

We must therefore accept the fact that unless black/brown students enter Wellesley bearing with them the same value structure and expectation level of the majority of the students at Wellesley they will always be less comfortable here than white students. It is the degree to which Wellesley changes to meet these goals and reflect in part the life values of these students that it will make black/brown students comfortable.

We must approach the demand for "relevance" with a different attitude. Black/brown groups view "relevance" in education as a stepping stone to goals realized. Relevance in education implies that what is to be learned is perceived by the learner as having meaning in his present life and the expectation that it will have utility in coping with situations as they affect the social and economic status of black/brown peoples. The cry for immediacy, which should not in any way be confused with relevance, implies a dissatisfaction with the current trend of education. Relevance they hope will dissolve the dichotomy between the cognitive and the real methodology which is viewed as imperative in changing the quality of life in black/brown communities.

The weekend I spent speaking with black students on planning for minority groups was most depressing. There seemed to be a foregone conclusion that absolutely nothing could be done by way of slight modification at Wellesley College that would make the institution a place where black/brown students could be happy. (There students were both recent graduates and current undergraduates.) It was not difficult for them to conceive of Wellesley as an institution against which they could react and thereby gain some sense of cultural identity. This of course is not to be sneezed at, but is this what education is all about? There was complete and absolute despair that Wellesley would understand or in fact do anything meaningful enough to make a difference in the life of black students presently enrolled. To take some of the more concrete suggestions out of a twelve-hour discussion both in New York, with students from New Jersey and New York, and in Philadelphia, there was a strong voice for scheduled participation by Wellesley with the black community in Boston. Wellesley they felt was extremely removed, that students, faculty and administration at Wellesley lived in a setting completely alien to the lives of black people, and that a very definite effort should be made to institute meaningful connections with the black community. The students pointed out that many of them were here on full scholarship. They were in an alien environment. They were trying to cope with academic and social problems and with a guilt which overwhelms in the contemplation of what needs to be done to raise the standard of living of black/brown peoples. They were unable to institute meaningful programs whereby they could have the time and peace of mind to spend constructive time in the black community. They also did not have the kind of money or the financial

resources it takes to shuttle themselves back and forth to Roxbury. They felt very torn between the actual doing there in Roxbury and the learning process here in Wellesley. Other suggestions were the institution of viable exchange programs with African universities and other universities that had good, solid academic programs where other cultures were dominant. They felt that Wellesley should make its resources available to black high school students during the summer months.

As for programs, the following are suggestions which might be implemented as growing out of a larger ongoing commitment by Wellesley to the black/brown community.

1. The first and most obvious procedure is one of achieving high visibility of black/brown people on Wellesley's campus--throughout the administration, throughout the student body, throughout the faculty, and clerical and supportive staff. We hear constantly about the leaching of black institutions by white institutions of the much needed, but short-on-supply, black competents. It seems that Wellesley is unable at the moment to find Ph.D.'s (there are very few in this country). Wellesley might have to initiate a program of its own to train black Wellesley graduates or others for graduate work in strict academic disciplines. Such a program could be instituted by giving financial aid and having the requirement that that particular student teach one course at Wellesley while gaining her degree if that student is at attendance at a university in the Boston area. There are technical problems for general clerical staff, such as housing, transportation, etc. Wellesley might make special housing provisions for these groups should the necessity arise. Realistically, no 85-dollar-a-week clerk could afford to live in Wellesley or Wellesley Hills or the surrounding environs, where monthly rents exceed thrice the monthly salary. Increased visibility of this kind on all levels throughout the College will wear away entrenched prejudices. Communication and contact with black/brown groups by whites might also improve human relations.

More realistically, of the approximate 1000 employees at Wellesley (which includes about 215 faculty and administration), visibility of this kind could be achieved if 15% of all employees were minority-group representatives. At the moment, somewhere between 2-3% are now minority-group representatives. If we aim for a 15% representation we are then talking in terms of 120 minority-group people, 30 of whom would be faculty members. In order to achieve this ratio of representation to facilitate the need for visibility, the following suggestions are made.

a. The employment of an equal employment opportunities officer, who would be in charge of the recruitment and employment of minority groups beyond the current 2-3% level to the projected 15%. This person would have supporting staff and might be appended to the personnel office.

b. Provisions for on-the-job training of clerical and support staff and indeed for staff not now employed by the office of the President directly or on a faculty level. The need here would be, specifically: (1) a training coordinator with staff; (2) a training instructor; half-year salaries for 100 trainees over a four-year period, at least 25 employees per year, which would probably mean a subsidized salary for half a year for the trainees until they became proficient in their jobs and then were fully employed by Wellesley for said positions. The subsidized half of these salaries might be funded by a federal agency.

c. Transportation for people from minority groups who do not live and cannot afford to live in the housing presently offered in Wellesley or Wellesley Hills or surrounding towns. More realistically, a bus could be leased to carry people from the inner city to Wellesley, one round trip per day. We could possibly combine employee transport of this kind with student transport to work projects--see item 4, below.

d. Scholarships for black students for work towards the Ph.D. after graduation from Wellesley. The assumption here is that Wellesley would pay the full cost for three years of study in an academic discipline up to the writing of a dissertation, starting with two students, and one student per year thereafter, the grant renewable depending upon performance. It might be possible to supplement Wellesley's faculty by asking students to return to Wellesley to teach for at least one year, making the built-in possibility of a pool from which Wellesley could then choose permanent faculty members.

2. In a broader sense, of course, as we look to any institutional change, curriculum development and change are imperative. Wellesley's education must become pluralistic, not inclusive. Inclusive education, with its parallel curriculum, may very well recognize cultural and ethnic differences and include some token references to minority groups. Within this same framework it might even reverse the proportion in an effort to redress the current imbalance and so ignore the heart of the problem.

Pluralistic education (corresponding curriculum) must give the student--all students, black/brown and white--an honest exposure to a society composed of individuals and groups from widely different backgrounds and cultures. We have seen half-hearted efforts at curricular modifications--all inclusive. The pressure brought on institutions like Wellesley for black studies has pointed specifically in that direction. Courses which have been added include courses which concentrate on blackness and which treat the concept of blackness on horizontal levels within various disciplines. To take specificity out of this curriculum approach, it is imperative that token modification of this kind be replaced by the pervasive inclusion of differences within course structures--across the board. Massive infusions of new materials and experiences reflective of the wide variety of human behavior, conditions, contributions and values must be made in order to meet the needs of the student community. I realize, of course, that to suggest such a thing is to call for a complete overhaul of Wellesley's curricular structure.

To be more specific, what I mean is that we must start both with the instructor and the materials he uses to instruct in all courses. It is my strong belief that change of this kind will have to be an integrated projection. First the instructor must present to his class with an attitude of equality all contributions made to his specific discipline. This will entail an enormous amount of work. Very little work has been done in educational research on the national level to focus on black/brown contributions to the academic world. It will not be easy to find texts of this kind for inclusion on regular reading lists. In general, educational research has been saddled with the same defects.

A curriculum adviser could be employed in the Office of Educational Research and he should collaborate with the director and with Wellesley's academic departments to make sure that Wellesley's curriculum is geared to providing a pluralistic education.

3. But, of course, having suggested curricular overhaul, we must indeed deal with the person who instructs, this a much more difficult attempt at attitudinal change. Traditional liberal views towards black/brown peoples are as outrageous as blatant racist views. Faculty members need to divest themselves of the ignorance they learn from "experts" on other cultures, who invariably learn from others like themselves who are not of those cultures and pass on traditional racist premises and maxims. This is not to take diversity out of education. (Of course diversity is much more welcomed when one is not the object of derision by the inclusion of such diversity.) But students and faculty members should, it seems to me, in an educational process have the luxury of choice. A student should continue to hold certain opinions and views if she so desires, but she must have the honest alternative and must be availed of the chance to change those views if she so desires.

There could possibly be weekly seminars which would be voluntary and which would bring guest speakers to the campus for 26 weeks out of the academic year.

4. Concrete ties with the black community. Wellesley might oversee and grant credit for actual technical jobs done by black students in the black community (eradicating rats, helping welfare mothers to plan within a measly budget, tutoring pre-school children, caring for families where parents are disabled, working with high schools in the black communities either as tutors or assistants). Any of a variety of jobs to be done can be found within the black community. Wellesley should appoint someone to identify these possibilities.

a. In addition to a curriculum adviser mentioned in item 2, above, a coordinator and designer of work projects could be added to the Office of Educational Research. A faculty committee should work very closely with the coordinator to determine academic credit where possible for work done by black students in the black community.

b. Wellesley could consider providing transportation into Roxbury. Most of the minority-group students now at Wellesley College will probably continue to be scholarship students. It is financially impossible at this time for such students to find the kind of money it takes to go back and forth to Roxbury several times a week. One bus going into Roxbury three or four times a week, making two round trips per day, might be combined with the employee busing referred to above in 1.c.

5. We might include courses for white students at Wellesley on racism. Presentation of the courses would be made either by blacks or whites depending on the situation and where the decision will be determined by effectiveness. Administrators should be persuaded to attend. Speakers should be brought periodically to the campus to address the seminar groups and active dialogue and expression of honest feelings and attitudes be encouraged to take place. They could conceivably be shared with faculty seminars.

6. Investigations should be made of the possibility of study at other universities, preferably in Africa and the West Indies and South America--Brazil, for instance, where the university experience is not dominated by Western European tradition, but where the student is allowed the pursuit of academic interests in cultures other than the dominant one in American society. I now have some materials and some information on programs in African universities

and on the University of the West Indies. Long before it became the "thing" to have a black studies program at universities in the United States, the University of London's School of Oriental and African Studies had initiated a most extensive and academically competent program which drew many black/brown peoples from the Commonwealth specifically to study in England. (Many of the graduates of this particular branch of London University are now teaching in universities in the West Indies, Africa, and South and Southeast Asia.) To talk about "an exchange program" raises problems, for the majority of these universities are set up on the English standard of higher education, where a student goes into an English university into a specific field of study and remains for three years, at the end of which he takes a comprehensive exam and is awarded a degree. It is therefore very difficult to talk in terms of a year of credit which could then be transferred into a Wellesley program here on those terms. For the time being we might institute a program such as the junior year abroad, where black/brown students from Wellesley or any other students for that matter might elect to attend these universities for specific study. The immediate plus would be an academic one of the experience gained by these students as they experience and live in a culture in which their traditional values and expressions are legitimate and fulfilling.

As one example of costs, tuition, room and board at the University of the West Indies is now somewhere in the vicinity of \$1,000 U.S. currency at all of its three campuses. It would cost \$500 plane fare for a round trip, or \$800 maximum if a student wished to return home for Christmas and/or spring vacation. Assuming that students now receiving financial aid at Wellesley College would attend, it would save Wellesley on an average \$1,500 to support one student at the University of the West Indies as opposed to being at Wellesley. The costs for African universities are very much less than Wellesley's, although the cost of transportation to and from Africa would probably take up the slack. In addition, as planning for these programs proceeds it would have to be handled as a full half-time position and funds would need to be set aside for Wellesley administrative travel to facilitate programs of these kinds.

7. At present the psychiatric staff at Wellesley College does not include a black psychiatrist. I am aware of the arguments against such an inclusion in the infirmary (or out of it). I also know the argument that mental and psychological problems are universal and not relegated to color. It is my strong belief, however, that black students will only be helped if they feel comfortable and are able to communicate and trust the person who is trying to provide that help. For that reason I strongly point to the need for a black psychiatrist in the infirmary and another counselor for black students in addition to the staff presently employed by the Office of the Dean of Students.

8. Wellesley is in the midst of elaborate plans for the establishment of a science center. Black students are becoming increasingly aware of the fact that the jobs which need to be done in a black community will have to be done by them. There is a sense that preparation in the sciences in many inner city schools and schools with a heavy minority-group population representation is less than adequate and in many cases nonexistent. Once the science building got under way Wellesley students should strongly consider the possibility of a summer program in the sciences for black students interested in the medical sciences and in the sciences in general.

APPENDIX G

REPORT ON COUNSELING

Sondra I. Bonadie, Phyllis J. Fleming, Philip M. Phibbs, and Page Talbott '72
February 1971

A special subcommittee of the Commission was created to study various reports and proposals on counseling and to develop some recommendations for the consideration of the entire Commission. The subcommittee had the resources provided by a preliminary study made by Dr. Ben Rubenstein, a report on dormitory life presented by a group of students, the advice and counsel of members of the college community engaged in counseling, and insights provided by experts in counseling outside of the college. The subcommittee prepared a preliminary report which was distributed to a number of people in the college community. Their reactions were extremely useful in preparing this revised and abbreviated report.

Undergraduate counseling is a complex subject with a significant and varied literature. We have not prepared a summary of this material nor an elaborate discussion of topics relating to counseling. That task is beyond the time and space available to us. We have concentrated instead on the more practical task of preparing a set of limited recommendations for the reorganization of counseling at the college. Precise details of personnel and organization, job descriptions, coordination procedures, etc., must, of course, be worked out by the college administration and those directing the programs in the future.

One term, however, deserves some definition--counseling. When we use the term "counseling," we are referring to a wide range of activities varying from informal opportunities for undergraduates to meet and talk with faculty members, administrators, and other non-student members of the community all the way to the formal process of consultation with a psychiatrist over significant personal problems. There are between these two points a number of other ways in which students may discuss their concerns or obtain advice on a variety of matters of interest to them from other members of the college community.

There is clearly a need for improved counseling arrangements at the college. Both the alumnae survey and the responses on the student questionnaire indicated counseling as an area in which improved services were required at the college.

We believe that the proposals outlined below can be effected with a minimal overall increase in staff. The recommendations concern essentially a change in the arrangements for providing counseling at the college and an emphasis upon seeking individuals with specialized skills to undertake the various forms of counseling.

The following recommendations are made:

1. Although academic counseling and personal counseling are closely related and one often learns about personal problems in the process of academic

counseling, and although it is difficult to counsel effectively in either area without some knowledge of the other, we feel that the two types of counseling should be separated at the college. We make this recommendation primarily because of the different training and skills required for each type of counseling, and because there is simply not enough time for any one person to do both effectively.

Academic counseling requires, above all, thorough and intimate knowledge of the curriculum here at Wellesley and at other institutions. An academic counselor should be aware of teaching styles and specialties of various faculty members in order to recommend a program which can best suit a student's individual goals and requirements. Academic counseling also requires comprehensive reliable information about undergraduate course requirements which are relevant for a student's future plans.

Although we believe that this kind of academic background is necessary for academic counseling, we do not necessarily mean that only an individual with a Ph.D. can perform this work successfully. Indeed, we recommend that the college investigate the possibility of including among those who are engaged in academic counseling some individuals who do not have the Ph.D. degree but may have instead only an M.A. or even an unusually qualified individual with a B.A. from an outstanding liberal arts college.

The important factor is the capacity of the individual to understand the liberal arts curriculum and to be interested in the preparation which should be appropriate in this area. The academic counselor must also be creative and sensitive to assist the student in developing an imaginative and rewarding educational program of lasting value to her.

Personal counseling requires different skills and special training. In the past we have relied too heavily on the intuition and common sense of the staff that we select for personal counseling and have not given sufficient emphasis to formal training for this sensitive and difficult work. Personal counseling does not require the academic credentials of a college faculty member nor the background and skills needed for academic counseling. It does, however, require other special professional training and we should employ individuals with this preparation. The training required for personal counseling varies enormously. It could include a clinical psychologist, a psychiatric social worker or an individual trained in personal guidance and counseling. It might also be possible to have some of these personal counselors serve as Heads of House. We believe that these counselors might provide an important liaison between the residence units and the academic counseling staff.

Thus, although we recognize the hazards of separating academic and personal counseling, we feel that the gains outweigh the disadvantages because a division of these functions will enable us to obtain separate corps of professionals in each area of counseling. We suggest, therefore, that the college establish a staff of personal counselors who would be administratively responsible to the Coordinator of Student Activities.

For academic counseling we recommend the appointment of a Dean of Studies who would head the staff of academic counselors. Supporting the Dean of Studies would be individual academic counselors analogous to the class deans, the Foreign Student Adviser, the Director of Educational Services, and the Exchange

Coordinator. The Dean of Studies would report to the Dean of the College. This would unite all aspects of the academic program at the college and insure that academic counseling was closely related to other aspects of that program.

We would also urge further consideration of the current system of freshman and sophomore faculty advisers. This system provides an excellent means by which freshmen and sophomores can establish a close relationship with a member of the faculty. We wonder, however, whether this important function could not be better served in the academic program through special curricular arrangements such as an increased number of freshman-sophomore colloquia or other forms of small group instruction for the beginning student which might be devised in the future. Most members of the faculty do not have the time or the detailed knowledge of the entire college curriculum to provide the kind of guidance which is needed in academic counseling. We may be asking faculty members to do something which could more effectively be handled by specialists. Faculty members could then concentrate their time on establishing relationships with their students through the academic program.

2. We recommend that the other responsibilities currently carried by the Dean of Students, including direction of the Schneider Center, the responsibility for dormitory life, and the guidance of all extracurricular affairs, be concentrated in a Coordinator of Student Activities whose function would be to supervise the non-academic areas of student life. The Chaplain, the Director of Health Services, and the personal counseling staff would also be responsible to the Coordinator of Student Activities.

The Coordinator of Student Activities would be a specialist in extracurricular student activities and in other non-academic aspects of undergraduate life. She need not have the training of a college faculty member. Her role would be to assist students in planning and developing a meaningful program of student activities and enriching the non-academic area of student life.

3. The Coordinator of Student Activities would also supervise the college dormitories and direct the activities of another group of important counselors at the college, the Heads of House. Their residential situation places them in a strategic position to play an important role in counseling at the institution. If they are to perform this function, however, we feel that the Heads of House should be selected, whenever possible, from amongst candidates who have had professional training in guidance work. For those who have not had this training there should be a formal program of training and discussion prepared by the personal counseling staff and running throughout the year to enable these key individuals to develop the kind of expertise required for effective counseling.

4. We recommend that the units of student government in each dormitory consider ways and means by which each dormitory can develop a more stimulating intellectual life for the group of students who are living in the dormitory. There is wide scope for imaginative student initiative in this area. There are almost unlimited resources available in the college community from students, faculty members, and the administrative staff for musical and cultural programs, ad hoc discussion groups, and informal extracurricular classes. This does, however, require the initiative of some leader, the organizing skills of concerned individuals, and the excitement and interest of students in the dormitory.

5. Finally, we recognize that the recommendations which we have made require

divisions in some areas where responsibility has been previously united. This will require the most careful, continuous, and thoughtful communication and consultation among interested groups. Separation of academic counseling and personal counseling will only work effectively if this kind of cooperation and consultation is achieved. Academic counseling must be closely linked with the curricular planning carried on by the Dean of the College. The Coordinator of Student Activities must be aware of the concerns and problems encountered by those engaged in academic counseling and personal counseling. Heads of House must work effectively with academic and personal counselors. We have not proposed formal mechanisms through which to achieve this kind of coordination and communication, because we feel, in part, that it should develop spontaneously if it is to be most effective. In addition the college administration will want to establish the formal organizational patterns which seem most suitable to it in this area. Our proposals are recommendations only. The links for coordination and communication will, in turn, develop from the patterns actually created by the President.

APPENDIX H

REPORT OF THE DORMITORY LIFE COMMITTEE

Nancy Guthrie '71, Clare Mankowski '72, Sarah Rountree '72,
Barbara Snyder '72, Ann Suzedell '71, Jane Willard '72
November 1970

Dormitory life is a large part of a student's experience at Wellesley, and thus it is important that its quality be scrupulously maintained at high levels. The Dormitory Life Committee, consisting of four Vil Juniors and two House Presidents, met during the fall to discuss the quality of dormitory living and ways in which it can be improved. For reasons of time we were unable to research what other colleges and universities offer which might be of potential use at Wellesley. Our analysis is based primarily on our own experience in dormitory living and our knowledge of dormitory problems from being key dorm officers. The report covers two areas: (1) the question of whether the basic structure of the dormitories should be altered, and (2) the existing problems of dormitory life and recommended changes.

Concerning the structure of the residences, we recommend that the single and double rooms or corridor setup be retained as the norm, but that diversity in living arrangements -- suites, co-op houses, and off-campus living -- be offered. We favor the dormitory corridor setup over converting the dormitories entirely into suites because of the tendency in the latter case for people to become isolated into groups. The more self-sufficient the suites are in terms of facilities and the more physically separated, the more likely that the people in them will not get to know others outside their suite.

The co-op house and living-off-campus options should be offered to allow for diversity in living preferences. The co-op housing option should, if possible, be open to as many students as desire it, even if it means acquiring more than one house to accommodate them. In addition to being more economical, co-op living provides an intimate and interpersonally active environment in its spirit of self-sufficiency and cooperation, and thus may be desired by a large number of students for these reasons besides those who are interested for financial reasons.

In analyzing the present quality of dormitory life, four problems were found to be the most pressing: the isolation of freshmen, overcrowding, noise, and substandard conditions and facilities of various dorms. The following is a discussion of the problems and recommendations for their solution.

Isolation of freshmen. Freshmen are presently roomed on separate corridors from the upperclassmen because of their restricted parietals. This isolation has caused some serious problems and, in general, is not a good policy for several reasons. Upperclassmen are example-setters and, once they become acquainted with the freshman, are able to give advice on courses or other matters which confront the freshman but which she may not be sufficiently perturbed about to go to her Vil Junior or Dean. Sophomores usually have been roomed near the

freshmen in past years, and this was an advantage in that they were recently freshmen themselves. Upperclassmen also have an important stabilizing effect on the hall, e.g., an upperclassman is much less hesitant to ask a freshman to be quiet than a member of her own class.

Thus, we recommend changing the "corridor rule" to enable the mixing of freshmen and upperclassmen. The honor system would be a more realistic and viable alternative to the corridor rule in allowing each student to exercise her own parietal regulations, regardless of where her room is located.

Overcrowding. Many single rooms were converted to doubles this year to accommodate the extra large number of students. As a result the problem of overcrowding is acute. In Beebe, for example, the freshmen were roomed doubly in singles which were small singles to begin with. In other dorms, as well, freshmen and sophomores have been roomed doubly in such small rooms that they have had to pile the bookcases on top of the desks for lack of adequate space. Of far greater importance than the physical discomfort is that overcrowding has led to increased noise and increased intensity of psychological and roommate-related problems.

We suggest that the rooming charts be reviewed and, if necessary, some rooms be measured to assure that those rooms marked "double" on the charts really are adequate for two people and that the present singles really should be singles. Revising of the rooming policy may show that a new dorm or some other form of expanded facilities is needed.

Noise. Noise is in particular a problem in Munger, Stone-Davis, and Tower, where there is no carpeting in the hallways and stairways. It is especially acute during pressure periods of hourlies and exams when those who have finished their tests are noisy while the less fortunate others are trying to study or sleep. This has resulted in some people going to the Infirmary to sleep. We suggest that all halls and stairways be carpeted as soon as possible.

Another change, which has as one of its advantages the abating of noise, is providing a large closed-off common room with adjoining kitchenette for 20-30 people each. This room would be a nearby place to relax, hold parties, and to enjoy as a living room. The New Dorms are the only dorms which have this facility, and it is very much needed in the other dorms, where such activities are carried on in the halls and individual rooms, thus disturbing roommates and hallmates.

We recommend also that a study room be provided in each dorm for roommates to use for late-at-night studying, for late typers, and for use by people who want to get away from the distractions of the hall without going all the way to the library. It would probably be best located on the first floor or in the basement for reasons of noise, and should be well furnished and well lit.

The study room could also be used as a seminar room where classes could be held during the day and early evening. Holding a class in the more informal setting of the dormitory makes the sharing of ideas among the students and the teacher more relaxed and open, particularly if the class also includes eating lunch or dinner in the dorm. Since we do not feel that locating faculty offices in the dorms is feasible, we strongly endorse this alternative means of integrating

academic life with dormitory life. We suggest that this option be made available to whatever extent presently possible, and that it be expanded by the provision of a study room in each dormitory.

Substandard conditions and facilities of various dorms. The conditions of present facilities and furnishings should be uplifted in various dorms. Many bathrooms, for example, suffer from various deficiencies, among them poor lighting, minuscule showers, so small a toilet cubicle that one must walk in sideways, peeling paint, and no cubbies for soap or towel hooks. Kitchenettes are another item which exhibit wide differences in quality over the campus, ranging from the new facilities of the New Dorms to small bare rooms with a bare lightbulb, sink, and hotplate which does not work, in other dorms. A comparative look at living rooms also yields examples of substandard conditions.

In conclusion, we would like to emphasize the urgency of these recommendations. We fear that it is sometimes forgotten that, in addition to serving as an academic institution, Wellesley serves as a home for its students for the major part of a four-year period in their lives. The dormitory specifically is the students' home, and it is therefore imperative that the College do everything within its power to make this home a pleasant and relaxing environment in which to live and learn. We feel that the recommendations we have made provide a constructive and feasible plan toward this end.

APPENDIX I

SURVEY OF SECONDARY SCHOOLS FROM WHICH STUDENTS HAVE APPLIED TO WELLESLEY COLLEGE, 1965-1969

Mary R. Lefkowitz and Alan H. Schechter
December 1969

College Admission Study: Objective

The purpose of this study was to try to discover whether there has been a trend toward coeducation among the top-ranking students of schools from which students have applied to Wellesley in the past five years. We wished to discover whether, and to what degree, top students are less interested in women's colleges. We decided that information of two kinds would be important: objective information on trends in where students had gone to college, and subjective information from principals and guidance counselors of schools in the Wellesley applicant "population."

Procedures

In order to obtain the information desired, we made two surveys. The first was a scientifically chosen random sample of all the schools that have had students applying to Wellesley in the five-year period. We sampled 10 per cent of the schools in this population. Since most schools have no more than one or two applicants in any five years, our random sample seriously understated those schools that have many applicants for Wellesley -- schools which have served as the "backbone" of our applicant group. Thus, we decided to do a total-population study of all schools in the pool that have had more than 20 students applying to Wellesley in the five years under study.

On June 30, 1969, a letter was sent to the 290 schools in our two samples, a copy of which is attached to this report as Exhibit A. A follow-up letter was sent on October 31.

Responses

We received a total of 151 responses to the letters by December 1, 1969, broken down as follows:

Survey I (random sample of all schools)

Private schools	30 replies out of 57 schools
Public schools	68 replies out of 159 schools

Survey II (total-population study)

Private schools	35 replies out of 41 schools
Public schools	18 replies out of 33 schools

Report

Our report is divided into three parts. Part I is an analysis of the subjective responses. Part II shows percentages of students entering women's colleges each year, grouped by survey, type of school, and geographic area. Part III contains summary statistics and graphs based on information in Part II, grouped by type of secondary school and type of higher education. Following Part III are Exhibit A, a sample of the letter sent to schools, and Exhibit B, a page of statistics from the Wellesley College Office of Admission.

PART I

Survey of "Subjective" Comments by Respondents

Trend toward coeducation. About 69 per cent of the respondents spoke specifically of what seems to be a growing trend, some regretfully ("sex has replaced single sex"), others in positive terms (more "normal," "real" atmosphere, university curriculum), or practical terms (e.g., lower cost of increasingly good state institutions). A few letters criticized Wellesley for capriciously stiff entrance requirements, restrictive curriculum, a "self-contained approach," and social confinement that seems particularly unappealing to girls, and especially those from boarding schools; in some cases, it seemed that women's colleges appealed only to alumnae daughters or traditional people. The livelier and more interesting students seem to be going to coeducational schools as a result in part of what seems to be a revolution in maturity. As the head of one school observed, "Seventh and eighth graders now ask about coeducation; a few years ago they asked about uniforms and made comments about the dogs on campus."

Desirability for diversity in education. On the other hand, a good number of letters strongly emphasized the need for offering students a choice, and observed that a women's college with coordinate arrangements might offer the best of both worlds. Wellesley in particular seemed to be in a strong position because of its location and academic reputation. Wellesley thus might be able to survive while colleges in other circumstances might come on hard times. Wellesley might be particularly attractive to highly intelligent students who are apprehensive about the social pressures of the best coeducational schools, that is, the less sophisticated girl (the "independent provincial"). Wellesley and the other stronger women's colleges might survive, as one school head observes, by providing special programs, with more flexible credit (e.g., for work done off campus): "The women's colleges will be in the position of any minority group in a society -- to succeed they will have to be better, more inventive, more active than the comfortable majority." A number of letters commented that increased financial aid offerings would enable Wellesley -- or any college -- better to attract able students.

PART II

Statistics on Enrollment in Women's Colleges, 1965-1969

The attached lists have been formulated from statistics supplied to the Commission in response to its request to schools for objective information on

a year-by-year basis, for the past five years, on where their top-ranking female students have gone to college. Private schools were asked to confine their figures to the top 25 per cent of the female students in their graduating classes, public schools to the top 10 per cent. Schools are listed anonymously (A, B, C) and are grouped by survey, type of school, and geographic area.

In some instances, particularly among the public schools, only general statements were given, which could not be interpreted realistically in a meaningful five-year study, and have therefore not been included in these statistics. Coordinate colleges such as Radcliffe and Barnard have not been counted as women's colleges. It should also be noted that these statistics account only for colleges actually entered by students. From comments of respondents, it is evident that the college entered is not necessarily the student's first choice.

Following is a summary of results of Surveys I and II, showing the percentage of applicants who entered women's colleges during the five-year period 1965-1969. Two dashes (--) are used to indicate that no girls went to women's colleges in the year in question; "n/a" indicates that the school submitted no figures of any kind for that year.

Survey I: Schools with Fewer than 20 Applicants to Wellesley, 1965-1969

14 private schools giving comparative data for the top 25% of the senior class

	<u>1965</u>	<u>1966</u>	<u>1967</u>	<u>1968</u>	<u>1969</u>
<u>New England (2)</u>					
A	57	66	63	28	41
B	n/a	71	22	30	42
<u>Mid-Atlantic (2)</u>					
A	80	67	100	85	50
B	86	43	42	24	6
<u>South (5)</u>					
A	37	50	47	33	50
B	100	50	87	66	57
C	33	--	--	--	33
D	50	20	43	60	43
E	50	20	40	30	30
<u>West (2)</u>					
A	6	19	11	14	16
B	33	44	18	80	22
<u>U.S. Terr. & Foreign (3)</u>					
A	33	33	67	100	50
B	--	--	--	20	28
C	11	--	17	29	--

26 public schools giving comparative data for the top 10% of the senior class

	<u>1965</u>	<u>1966</u>	<u>1967</u>	<u>1968</u>	<u>1969</u>
<u>New England (5)</u>					
A	20	31	25	24	38
B	32	30	19	35	23
C	43	38	--	--	25
D	44	--	14	25	--
E	25	60	33	20	--
<u>Mid-Atlantic (9)</u>					
A	--	--	11	--	22
B	25	76	39	24	4
C	n/a	n/a	n/a	n/a	2
D	17	50	13	25	--
E	14	14	50	63	50
F	20	25	40	13	29
G	--	--	25	17	--
H	55	50	17	60	47
I	41	36	14	15	25
<u>South (3)</u>					
A	--	--	--	33	33
B	10	10	10	17	12
C	--	--	--	--	--
<u>Central (7)</u>					
A	n/a	n/a	--	7	n/a
B	20	23	14	10	17
C	--	--	11	--	--
D	--	--	--	--	--
E	--	--	--	--	n/a
F	9	21	3	19	4
G	--	8	11	11	10
<u>West (2)</u>					
A	--	--	20	20	7
B	8	9	9	17	--

Survey II: Schools with More than 20 Applicants to Wellesley, 1965-1969

25 private schools giving comparative data for the top 25% of the senior class

<u>New England (10)</u>					
A	55	63	44	33	30
B	85	29	14	13	14
C	72	53	53	17	41
D	43	46	54	39	7
E	n/a	44	25	--	13
F	77	43	42	41	32

	<u>1965</u>	<u>1966</u>	<u>1967</u>	<u>1968</u>	<u>1969</u>
<u>New England</u> (cont'd)					
G	68	58	57	67	45
H	50	40	33	17	--
I	36	30	40	41	28
J	18	60	40	11	--
<u>Mid-Atlantic</u> (4)					
A	52	47	22	33	41
B	20	75	25	20	11
C	63	42	56	73	33
D	67	47	41	29	44
<u>South</u> (7)					
A	65	43	40	35	39
B	50	27	46	40	8
C	44	31	30	44	--
D	40	23	13	6	10
E	67	53	43	27	40
F	89	75	89	44	36
G	80	86	80	80	50
<u>Central</u> (2)					
A	38	25	29	11	10
B	20	30	38	38	--
<u>West</u> (2)					
A	34	--	34	45	13
B	n/a	n/a	18	19	23

12 public schools giving comparative data for the top 10% of the senior class

<u>New England</u> (5)					
A	31	35	39	40	24
B	n/a	n/a	32	24	38
C	14	37	29	31	32
D	31	37	21	26	22
E	40	50	50	60	33
<u>Mid-Atlantic</u> (4)					
A	50	38	36	43	24
B	n/a	n/a	37	53	27
C	32	43	21	37	18
D	52	55	35	16	31
<u>South</u> (2)					
A	12	8	2	8	n/a
B	4	20	25	19	16
<u>Central</u> (1)					
A	36	27	26	28	n/a

PART III

Summary Statistics and Graphs

As Graph I shows, the number of top-ranking female graduates of secondary schools in our two samples who enter women's colleges has been declining steadily over-all, and especially in the private-school population. There was an upswing among public-school graduates in 1966 and 1968, but not enough of one to offset the general decline. At the same time Wellesley, like most other liberal arts colleges, has been taking an increasing percentage of its freshman classes from public schools. The Office of Admission has supplied the following percentages:

	<u>1965</u>	<u>1966</u>	<u>1967</u>	<u>1968</u>	<u>1969</u>
Private	36	36	36	32	30
Public	60	60	60	62	64
Both	4	4	4	6	6

These two trends appear to be mutually reinforcing. In the future, therefore, we can expect fewer students from private schools. Thus inevitably, regardless of decisions on coeducation, financial aid funds will have to be increased substantially.

Graph II gives information for all types of institutions of higher education entered by graduates of private and public schools and shows, not so dramatically as Graph I, that women's colleges have fallen off; universities have grown in popularity; and coeducational colleges rank lowest in the college choices of students in our samples.

Following are the figures on which the two graphs are based:

Average percentages of types of institutions of higher education (A, B, C) entered by types of secondary school students (1,2,3), 1965-1969

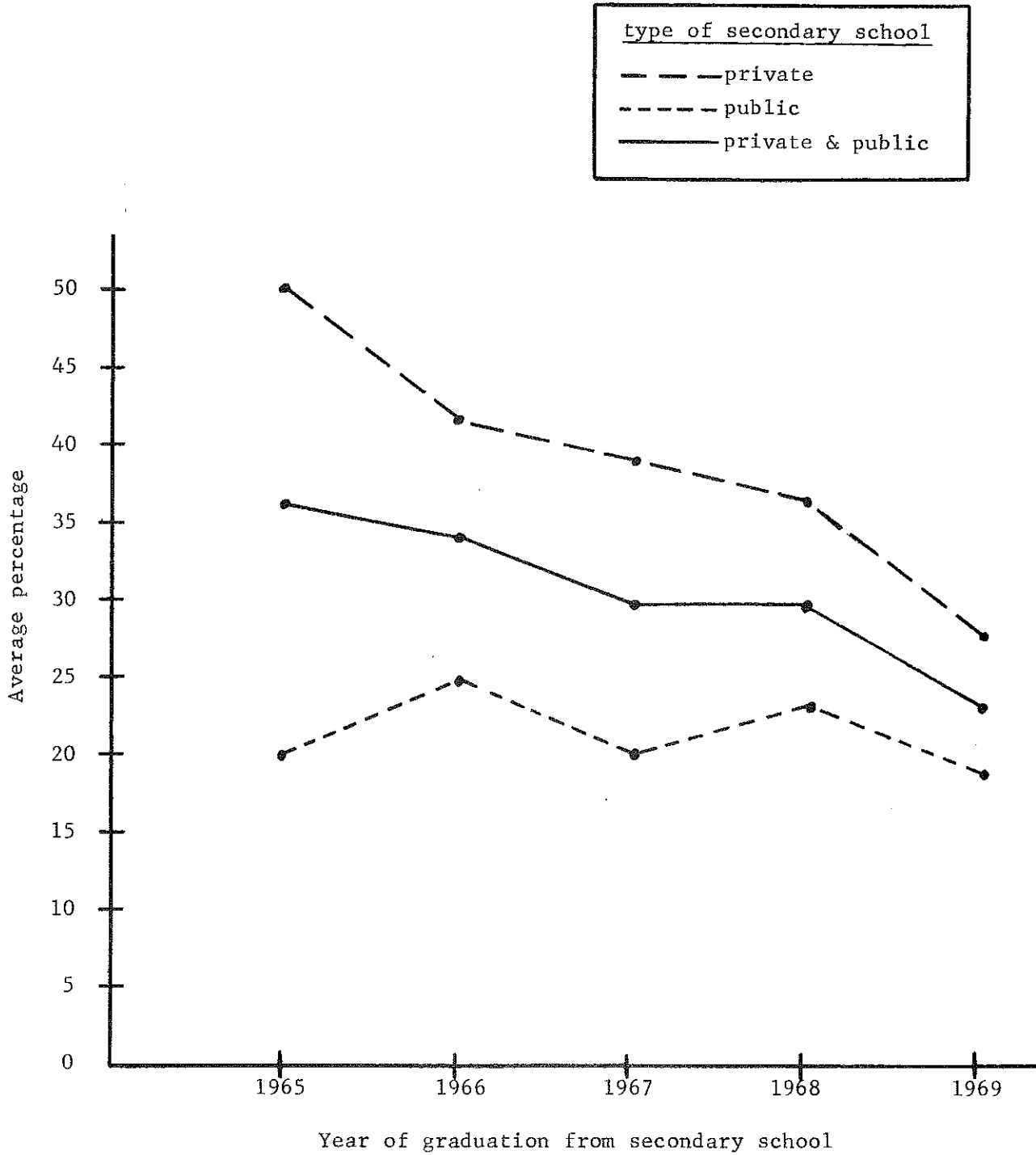
	<u>1965</u>	<u>1966</u>	<u>1967</u>	<u>1968</u>	<u>1969</u>
A. Women's colleges					
1. Private school	50	42	39	36	27
2. Public school	20	25	20	23	18
3. Private + public	36	34	30	30	23
B. Coeducational colleges					
1. Private school	14	12	16	14	18
2. Public school	26	20	26	30	31
3. Private + public	20	15	21	22	24
C. Universities					
1. Private school	35	47	44	49	55
2. Public school	55	56	55	48	52
3. Private + public	45	51	49	49	53

	<u>1965</u>	<u>1966</u>	<u>1967</u>	<u>1968</u>	<u>1969</u>
<u>New England</u> (cont'd)					
G	68	58	57	67	45
H	50	40	33	17	--
I	36	30	40	41	28
J	18	60	40	11	--
<u>Mid-Atlantic</u> (4)					
A	52	47	22	33	41
B	20	75	25	20	11
C	63	42	56	73	33
D	67	47	41	29	44
<u>South</u> (7)					
A	65	43	40	35	39
B	50	27	46	40	8
C	44	31	30	44	--
D	40	23	13	6	10
E	67	53	43	27	40
F	89	75	89	44	36
G	80	86	80	80	50
<u>Central</u> (2)					
A	38	25	29	11	10
B	20	30	38	38	--
<u>West</u> (2)					
A	34	--	34	45	13
B	n/a	n/a	18	19	23

12 public schools giving comparative data for the top 10% of the senior class

<u>New England</u> (5)					
A	31	35	39	40	24
B	n/a	n/a	32	24	38
C	14	37	29	31	32
D	31	37	21	26	22
E	40	50	50	60	33
<u>Mid-Atlantic</u> (4)					
A	50	38	36	43	24
B	n/a	n/a	37	53	27
C	32	43	21	37	18
D	52	55	35	16	31
<u>South</u> (2)					
A	12	8	2	8	n/a
B	4	20	25	19	16
<u>Central</u> (1)					
A	36	27	26	28	n/a

Graph I. Average percentages of students
entering women's colleges, 1965-1969,
by type of secondary school



Graph II. Average percentages of types of institutions of higher education entered by types of secondary school students, 1965-1969

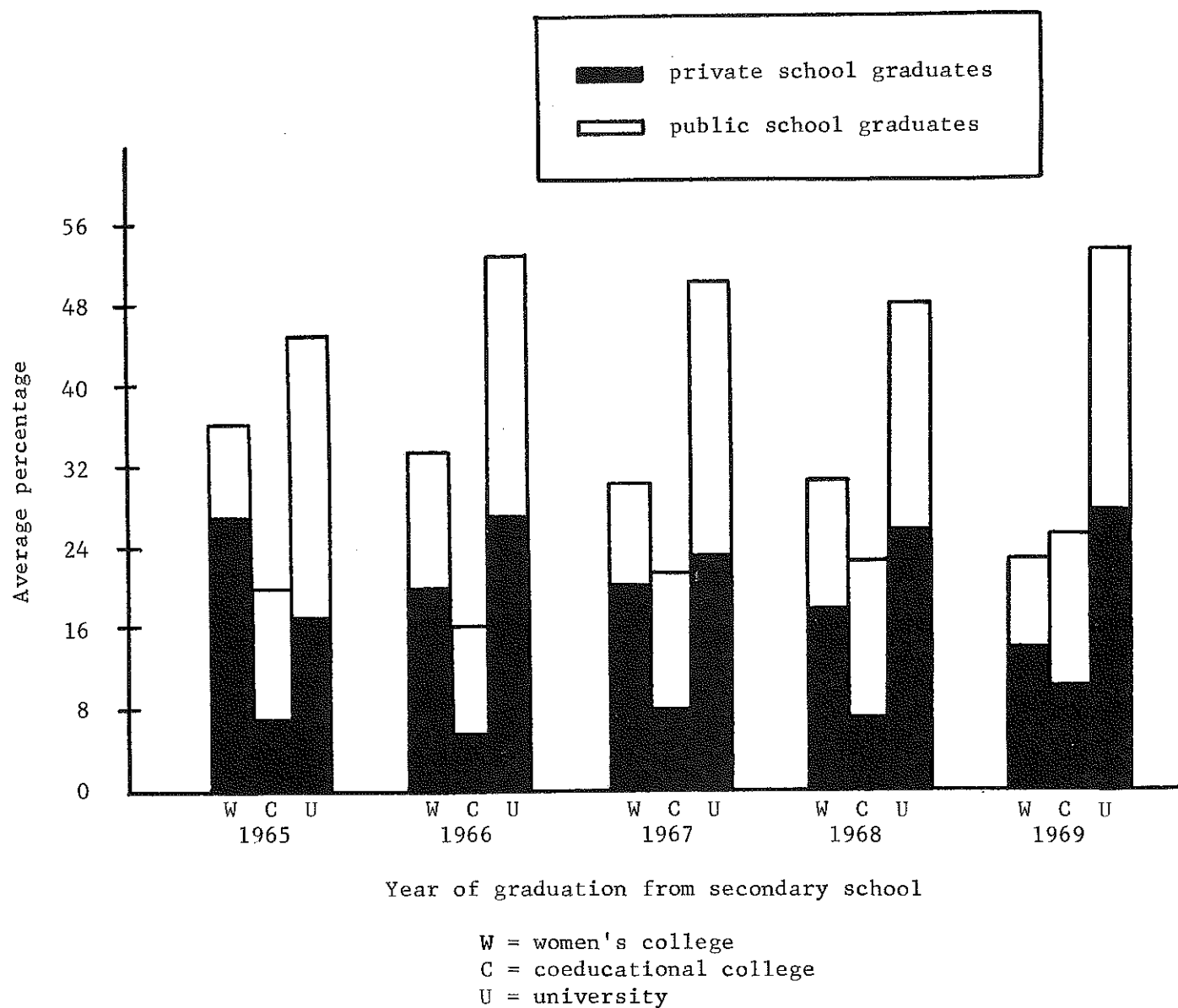


EXHIBIT A

Sample of Letter Sent to Schools in Survey

WELLESLEY COLLEGE
WELLESLEY, MASSACHUSETTS

June 30, 1969

Memo to Head of School:

Wellesley College has appointed a Commission to study a question which is vital to the future of the College and, more generally, to the future of education for women in America. We want to find out whether there will be a place for women's colleges in the next hundred years or whether the era of single-sex institutions of higher education is coming to a close.

In order to carry out this research, we are asking a number of secondary schools whose students have applied to Wellesley in the past five years for information of both an objective and subjective nature. On the objective side, we would like to know, on a year to year basis, for the past five years, where your best female students have gone to college. Since Wellesley attracts top students, we want to confine our study to the top 10 percent [25 percent] of your female students.

On the subjective side, we would like your opinion, and/or that of your guidance counselors, on the relative attractiveness of women's colleges to your best students. What is your best estimate of the future of colleges such as Wellesley?

Since the analysis of the data which we hope to obtain will take some time, we would appreciate it greatly if you would try to reply by the end of July. Thank you for your past interest in Wellesley and your kindness in taking time to respond to the above question.

Sincerely,

Mrs. Alan Lefkowitz
Associate Professor of Greek and Latin
Vice Chairman, Commission on the Future
of the College

EXHIBIT B

The following data from the Wellesley Admission Office is already in the public domain or is sufficiently public so that there would be no objection to it being distributed publicly by the Commission.

Admission Statistics, 1964-1969

	<u>1964</u>	<u>1965</u>	<u>1966</u>	<u>1967</u>	<u>1968</u>	<u>1969</u>
Number of Applications	2264	2442	2392	2200	2101	2312
Total Number Accepted		656	668	706	749	808
Entering		470 (72%)	481 (72%)	484 (69%)	504 (67%)	524 (65%)
Not Entering		186	187	222	242	279
Deferred to Next Yr.		--	--	--	3	5

Colleges Chosen by Not Entering Group

Women's	32%	26%	33%	27%	26%
Coed or Coord.*	62%	68%	61%	64%	61%
Unknown	6%	6%	6%	8%	11%
Deferred to Following Yr.	--	--	--	1%	2%

* N.B. Includes Radcliffe, Barnard, Pembroke, etc.

Seven Sister Colleges Chosen by Not Entering Group

Four Women's Colleges	53	36	66	55	55
Two Colleges in a Coed. Setting	48	63	49	61	39
Total:	<u>101</u>	<u>99</u>	<u>115</u>	<u>116</u>	<u>94</u>

The Following Accepted Candidates for Whom we Received Rank in Class Were in the Top Fifth of Their Graduating Class:

Accepted	582	599	647	677	688
Entering	414 (71%)	430 (72%)	436 (67%)	452 (67%)	451 (66%)
Not Entering	168	169	211	225	237

APPENDIX J

SECONDARY SCHOOL GUIDANCE COUNSELOR STUDY

Scott M. Cunningham and Stephen A. Greyser
September 1970

Purpose

This report is based on interviews with twenty secondary school guidance counselors conducted during the spring of 1970. Its purpose was to explore guidance counselors' views concerning the influences on a girl's choice of a college, as well as the counselors' own evaluation of prospective schools for their girl students. More specifically, the study sought to examine:

The counselors' impressions of their girl students' college selection process, with particular attention to the relative roles of parents, peer groups, and teachers, and the practices of counselors themselves

Counselors' own evaluations of trends and criteria in college selection on the part of girls, with particular attention to coeducation, how girls seem to be evaluating their "ideal schools," and the impact on women's colleges

Counselors' reports of student-held images of women's colleges, particularly the Seven College schools -- and especially Wellesley

Counselors' views of how Wellesley can continue to attract top quality women students, with particular attention to recruiting practices and information dissemination

It should be noted that our attempt has been to report the trends and opinions as perceived by the counselors -- not to develop our own view of the trends from an obviously small number of interviews.

Procedures

The Wellesley Admission Office prepared a list of schools that could be divided into three categories: traditional "feeder" schools with a relatively steady number of applications, traditional "feeder" schools with a decrease in number of applications, and schools which have only recently begun to supply Wellesley with applications. From this list were selected twenty schools: eleven private, seven of which were all-girls and four were coeducational; and nine public, one of which was all-girls and eight were coeducational. The interviews were conducted in five areas of the country: Boston, Philadelphia, Washington, Chicago, and San Francisco. A list of the specific schools where interviews were conducted is given at the end of the report.

The interviews were conducted by Constance Clark. Before each interview she introduced herself to the counselor as one who was working on an independent report for the Commission on the Future of Wellesley College. It was clearly stated that although the information would be given to the Commission, she was not a Wellesley representative and (obviously) would appreciate candid responses. In exchange for their frank responses, she assured them that she would maintain their anonymity by making no direct reference to any particular guidance counselor or specific school in the final report.

College selection was the initial topic of discussion and the interview moved from this general topic to more specific areas of personal evaluation of schools and trends. Please note that although counselors referred to Wellesley throughout the discussion, specific questions about Wellesley were asked only during the latter part of the interview.

I. Student College Selection Processes

Parents, Peers, Teachers

The strongest traditional influence in students' college selection process, according to the counselors, has been parental guidance. Certainly this influence is present today, but counselors say it has been tempered by the greater degree of freedom given to this generation of high school students.

Most counselors pointed out several approaches used by parents to influence a daughter's choice of college. The most frequent of these occurs when a member of the family generates interest in a specific school, and tries to structure the selection process for their daughter. Counselors argue that many times a girl has not thoroughly investigated why she wants to attend a specific school, other than to satisfy a family wish; quite often she never questions the school because having the decision made for her eliminates the burden of doing it herself. A problem situation obviously arises when a girl independently evaluates as unsuitable a school which her family is interested in; counselors report that in trying to overcome her family's choice in such situations, a girl must defend herself vigorously. What typically is said to happen is that since this process occurs over the span of a year or more, girls usually appease their parents by applying to the school of their parents' choice and then use the interim period to justify considering and perhaps attending another school.

A different parental approach is the financial threat, which is said to be used most effectively by middle and lower class parents. Although the bright girl can secure scholarships and loans to support her through school, parents apparently employ emotional and financial leverage by stating that if problems arise they cannot guarantee help to their daughter. For those girls who wish to attend a college some distance from home, parents state that transporting them home more than once a year would be an impossibility. This has a very striking impact on girls who have never been away from home for any length of time.

Many parents seek status in their daughter's choice of a college. For the bright girls, counselors say that this is not the problem that it was a few years ago, because the number of "status schools" accessible to females has increased, e.g., via changes in male-only admissions policies at Yale,

Princeton, etc. The Seven College schools still represent to many parents the highest form of obtainable status for their daughters -- and for themselves.

Counselors cite three factors affecting girls' decisions when conflicts arise between parents and daughters as to college choice: how dependent she is on the family (emotionally and financially), how much respect she has for her parents' judgment, and how valid she considers her own logic to be in choosing a school against her parents' wishes.

The influence of peer groups in college selection is very significant, counselors say. "The grapevine" certainly has its impact. This grapevine grows through personal visits, discussions with friends now attending a particular school, and pass-along folklore. This informal collection of information can discourage students in a given school from applying to a college for two to three years, or conversely can create a flow of applications for two or three years. Counselors report that reliance on peer group evaluation is currently enhanced by a strong distrust of adult evaluation.

Guidance counselors put little emphasis on the role of teachers as an important influencing factor. They noted, however, that for those few girls who thought they knew what they wanted to major in, a favorite teacher in that subject might be consulted for suggestions, and possibly for potential influence as well. But for the majority without specific interests, teachers are said to play only a minor role.

Counselors' Roles and Practices

Although some students enter the selection process with preconceived and/or sophisticated ideas, counselors say the vast majority of students have not given college selection much mature thought. Thus, the counselor's role!

All counselors reported similar practices in terms of approaching students about college applications. First, in the early part of the junior year, the counselors meet with large groups of students and outline general procedure. Following this basic orientation, some counselors distribute questionnaires about attending college, both to stimulate student thinking about college, and also to give the counselor written material to digest before meeting personally with students. The counselor would then arrange a series of personal interviews with students to determine what the girl wanted from a college. The number of personal interviews per student varied for different (secondary) schools.

Often parents were contacted and asked to attend one of the individual meetings. For some parents, this represented the first time any thought had been given to their daughter's choice of college. Also, very important, was the opportunity for parents and daughter to assess realistically financial aspects of various types of colleges.

During the year, students were also encouraged to attend meetings with college representatives. Special emphasis is placed by counselors on the need for students to visit schools in which they are interested, where feasible. Counselors say they request girls to organize with other students and parents to go to the schools, visit classes, and talk to the college students.

When distance and transportation are a problem, college catalogues are used more extensively for familiarization. Investigating college catalogues is recommended only after some initial interest was stimulated in a college. A few counselors felt more girls consult the college catalogues after applying to schools for help in deciding what specific school to attend.

Counselors described their informal meetings with girls as relatively unstructured, allowing the girl to explore many aspects of college. The needs of the girl -- academically, intellectually, and socially -- are discussed and placed in the context of certain schools. The individual student's limitations and liabilities (e.g., low SAT scores) are discussed so the girl can draw a fairly accurate picture of what she wanted and what she was.

All counselors had similar practices with respect to emphasizing the need to include on the list of applications at least one school where the student would be reasonably sure of acceptance.

If a student is accepted by more than one school, the guidance counselors encourage the girl to make the final decision alone. If a girl is torn, counselors might recommend another visit or reading the catalogue.

II. Guidance Counselors' Evaluation of Trends and Criteria in College Selection

After a general discussion of the selection process, the inquiry turned to counselors' personal views of trends and criteria in college selection.

Coeducation

Coeducation was a topic that most counselors were quite eager to discuss, often accompanied by strong opinions. For example, several counselors in all-girls' schools were adamant supporters of coeducation, even to the extent of stating that within a few years all-girls' high schools will not be viable institutions. Many counselors who are advocates of coeducation strongly agree with girls who argue that coeducation is the only "natural and relaxed" atmosphere in which one can study for four years. Some linked their views to opinions about broader concepts of education, as noted below.

One counselor had written a report about the prospective change in youth in the next five years and how these changes will affect her high school. She was not in favor of women's colleges and also predicted the breakdown of the traditional four-year college.

Her explanation was that children are learning more visually today (i.e., television, movies, wider variety of people on the street) than ever before, and the visual experience is both rapid and vivid. This visual learning is reinforced in different ways sometimes in no way connected to initial learning situations. Her report went on to say that this manner of learning may produce a generation of very alert, observant

children who have short interest spans for most subjects. Her conclusion was, "How can we as educators impose on these children standard rote-learning methods in an isolated unrealistic all-girls' environment?" She said that although she had not included it in her report, she seriously doubted whether this new type of student would be able to remain in any location for a four-year span.

Other counselors gave similar reasons: e.g., children are exposed to so much so early that a unisex classical education becomes irrelevant as a culmination of academic life.

The main defense counselors gave for maintaining women's colleges was that girls should be given the opportunity to choose the type of school they wish to attend and the form of education they wish to receive. Counselors cited Wellesley as an excellent example of a women's college maintaining her status and continuing her classical approach to education. Two counselors felt very strongly about the elimination of classical learning in the American educational system and the responsibility of small women's liberal colleges to continue this heritage.

A fear expressed by several counselors was that women in a coeducational college would not compete in certain areas (e.g., science and math) and would be discouraged from taking positions of leadership. Many counselors stated with the rise of the Women's Liberation Movement, Wellesley and similar schools had an even stronger responsibility to produce leaders.

Is there any particular type of girl who counselors think is likely to be more successful at a women's college? A wide variety of responses was given, ranging from "the mature girl" to the "immature girl" and from the "motivated girl" to the "unmotivated girl." In short -- no clear picture.

Criteria for College Selection

Coeducation is considered by the counselors to be the single factor of greatest interest to girls in considering what they desire in a college. As support for this, some counselors described a machine, in use in several schools, that allows a student to insert a description of the kind of school she (or he) would like to attend, and matches the description with a wide range of colleges and universities. Counselors familiar with this machine said that almost every girl this year was listing coeducation in her description.

However, location and curricula are also important factors. Regarding location, New England is considered the mecca for girls in the Eastern part of the United States. Moreover, counselors in other areas -- including California -- said that if students could afford to leave home for college their first place of inquiry was New England and preferably Boston. Throughout the country, schools in or near cities appear to the counselors to be considered as places to acquire a well-rounded education, although girls say they want moderate-size schools rather than "factories." One counselor said if she could create a school for half the students who walked into her office it would be "Middlebury located in Boston."

With respect to curricula, many students -- having been educated in increasingly liberal and flexible secondary school settings -- consider it important to find the same atmosphere at college. (Almost all the high schools visited offered some "non-traditional" programs, and even the more conservative schools had allowed independent work for several years.) Counselors stated that independent programs and studies were very faddish in terms of what is in vogue -- "last year it was black history and this year it is ecology." Counselors say, for example, that bright students are still interested in the humanities but they want to look at the subject from different perspectives -- and that high school girls who begin seminars in the ninth grade fail to see why survey courses constitute a major part of the typical freshman curriculum in many colleges. College catalogues provide information on program variety and flexibility, and counselors say that to a growing degree students are investigating all programs, requirements, pass-fail options, etc., within the catalogue.

One counselor referred to the 1970's as the "era of instant gratification." Students, she said, won't buckle down and work for four years toward one goal, but want to see the results of their efforts immediately. Related to this is the fact that exchange program availability is said to be a consideration for many students in college selection. Further, when girls attend schools and are not satisfied, they are much more willing to consider transferring now than heretofore. All counselors say the number of transfers has increased significantly during the last several years. The reasons cited are numerous: the men's colleges recently accepting female transfer students, the desire to explore other places, and "general boredom." The difficulty in adjusting is a problem which counselors say many girls face but run from in the form of transferring.

Impact on Women's Colleges

All counselors say they have noticed a definite decline in the number of applications to women's colleges and the number of girls actually attending such schools. They also said they believed such girls were of lower academic quality than in the past. For the first time counselors report girls using schools such as Smith as a "back-up" school to protect them if they are not accepted by their first (coeducational) choices. With many "top" girls now attracted to coeducational schools, counselors say other girls who applied to good women's schools with only slight hopes of acceptance are in fact being admitted to those colleges. Some girls not admitted to high quality coeducational institutions have even sacrificed a better quality education at a women's college for a poorer quality coeducational college. Counselors say the women's colleges most seriously hurt by these trends are those slightly below the Seven College schools in prestige.

III. Images of Wellesley and the Seven Colleges

Several specific questions concerned counselors' impressions of images of Wellesley and other Seven College schools.

Views in Boston

In the Boston area, Wellesley has a distinct image. She is characterized by a picture of remoteness; counselors in this area say their high school girls do not consider Wellesley to be located in Boston, but rather in the suburbs. Among girls who have attended an all-girls' boarding school, there is said to be a strong negative feeling about continuing their education at a boarding school, "locked behind an iron gate." Wellesley to many represents such an iron gate. Associated with such images is that of Wellesley being a school for daughters of wealthy families -- an image counselors say is untrue but some of their students persist in holding.

Academically, Wellesley is viewed as one of the best schools in the area. But several counselors commented that recently there has been an increase in the student interest in other Boston area schools (e.g., Radcliffe, Jackson, Brandeis, and Simmons) from academically bright students. With increased interest in such other schools, counselors have found the task of stimulating girls to apply to Wellesley a difficult one, because Wellesley is seen as being too oriented to "the books." Although students generally categorize Wellesley as a school of academic excellence with a good faculty, the objection to Wellesley's form of education is that it is believed to require a student to be a "total scholar" in a world of girls whose main criteria for being admitted were high grades and high SAT scores.

In comparison to other Seven College schools, Wellesley was viewed as one of the best academically. And although secondary school students in the Boston area see transportation as a problem, Wellesley is not placed in Vassar's "isolation" category.

Views Outside Boston

Outside the Boston area, counselors report a somewhat different picture of the characteristics of Wellesley as perceived by students. Girls who are not from Boston do associate Wellesley with Boston. A general image of Wellesley is that Wellesley girls are very intelligent, wealthy, "well-bred," sophisticated women. Many counselors know that Wellesley has recruited black and other minority students, and has attempted to diversify her student population. However, the communication lag between fact and reputation is still affecting student opinion.

Especially with out of state students Wellesley seems to have no distinct image among the Seven Colleges, except that it is nearer Boston than most. The impression in the interviews was that many counselors themselves did not have a firm grasp of the differences among the colleges. For example, several counselors reported suggesting that a girl consider all Seven Colleges if she wanted "a women's college in the East."

IV. Attracting Quality Students

The final area of questioning focused on what Wellesley can do to maintain her role as a quality women's college and continue to attract high quality

applicants. In this area, obviously, counselors were explicitly giving their own views, rather than their impressions of student attitudes.

Again coeducation was a prime topic. More specifically, about half suggested coeducation as the only possible way to survive today's educational changes. Proponents of the change to coeducation emphatically stated that if Wellesley should choose this direction, more than a token number of men should be accepted because they (the counselors) think girls do not view a small number of men coeducation. (It should be noted, by the way, that despite their interest in coeducation, many counselors reflected only vague awareness of Wellesley's MIT exchange program.)

Recruiting

A prime area of change suggested by the counselors was that of a student's initial introduction to Wellesley. All counselors said the process of "white glove" introductions and teas was considered by most of today's students to be a boring, irrelevant occasion. Less formal introductory sessions were suggested, perhaps held even after school. Combined sessions with other similar schools was also suggested by a counselor beyond the East.

Counselors noted that Wellesley has extremely loyal alumnae -- usually outstanding in the community -- working very hard in behalf of the college in recruiting. Although well respected by girls, these women are not always the "role model" for today's girls. If the alumna represents the only opportunity for student acquaintance with Wellesley, then students tend to equate their image of the alumna with that of Wellesley. Counselors stress the need for Wellesley to send (current) student representatives, especially to high schools from which few girls are apt to visit Wellesley. Also current students tend to know "what is happening" on campus in ways alumnae don't; as one counselor remarked, "It is unfortunate that from the time of one's graduation from college she is increasingly outdated."

In a few schools, counselors commented that Wellesley did not appear to be "fighting" to get good applicants . . . was not energetically seeking to "sell herself."

Information Dissemination

Publicity is an area cited for improvement. Counselors state that Wellesley does not promote its activities and programs as well as other colleges. Specifically, Pembroke and the University of Maryland were mentioned as having changed their curriculum, and having consequently made it known to students that they were contributing to the reform of education. Many counselors said students thought Wellesley was becoming a stagnant school.

Some colleges were praised for sending out early in the college year magazines on campus life at their institution. This was contrasted with the more traditional search through a catalogue for a glimpse of life on the campus. The Simmons catalogue was mentioned as including a cover picture of the Boston skyline, emphasizing her Boston location.

As a passing observation, most counselors volunteered that they were impressed that Wellesley has established a commission to study its future, and that it was concerned about its image and about attracting students.

* * * *

Secondary School Guidance Counselor Interviews

Spring 1970

Boston area

Milton Academy (Private)
Dana Hall School (Private)
Girls Latin High School (Public)
Abbott Academy (Private)
Winchester High School (Public)
Needham High School (Public) (Telephone interview)

Philadelphia area

Philadelphia High School for Girls (Public)
Germantown Friends School (Private)
Shipley School (Private)
Baldwin School (Private)

Washington D.C. area

Walt Whitman High School (Public)
Sidwell Friends School (Private)
Walter Johnson High School (Public)

Chicago area

Highland Park High School (Public)
North Shore Country Day School (Private)
New Trier Township High School East (Public)

San Francisco area

Sarah Dix Hamlin School (Private)
Lowell High School (Public)
Katherine Delmar Burke School (Private)
Urban School of San Francisco (Private)

APPENDIX K

SUMMARY OF DISCUSSIONS WITH DARTMOUTH

As background material for the Commission's recommendation that the Dartmouth-Wellesley exchange be initiated as soon as possible, the following materials are included here: Part I, a letter from Miss Adams to the College Community summarizing the activities of the summer of 1970; Part II, reports from student and faculty members of the Commission's Dartmouth Study Committee; and Part III, excerpts from reports written by Wellesley faculty members who have participated in discussions with members of the faculty and administration of Dartmouth.

Part I

September 18, 1970

To Members of the Wellesley College Community

From Ruth M. Adams

Shortly after Wellesley joined the Twelve College Exchange, John Kemeny, President of Dartmouth College, wrote asking whether Wellesley would be interested in exploring the possibility of a special relationship with Dartmouth, closer and of greater magnitude. I presented his letter to the Commission on the Future of the College, and it was agreed that we should investigate this possibility.

Two visits in May and June involved members of the two administrations, Wellesley's Commission, and Dartmouth's Trustee Study Committee on Coeducation. In June and July, Wellesley and Dartmouth exchanged draft proposals.

At present we are discussing a relationship by which the educational program of each institution would be strengthened. Specifically, we are exploring three possibilities: an exchange of students involving up to two hundred undergraduates from each institution, an exchange of faculty members, and cooperation in academic planning.

The student exchange would be considered an integral and important part of the educational program of each institution whether or not either or both colleges eventually became coeducational. Students would, if they wished, be able to plan their college career to include study at an institution with a comparable, but also a markedly different, educational program and to take advantage of the total curriculum of the two institutions. In addition, students would be able to live and study in two quite distinct environments--a suburban college in a metropolitan area and a university in a rural setting. A close association of the two institutions in other areas would give special strength to the exchange experience and ensure appropriate continuity in the development of the individual's educational experience.

The faculty exchange would provide the stimulating and challenging experience of teaching in a different environment to members of the faculty who would enjoy occasionally the opportunity to teach elsewhere without reference to the normal pattern of sabbatical leave.

Cooperation in academic planning could take many forms. In some instances, for example, academic departments at the two institutions might wish to plan course offerings to enrich the total curricular program in their field. In other cases the cooperation would probably be more informal; for example, a department at one institution might use faculty members from the other as outside examiners or visiting lecturers.

Faculty and student enthusiasm and support for an association of this nature are essential. It cannot be pursued without it. Since August small groups of Wellesley and Dartmouth faculty have met on two occasions. Those participating report that direct discussions with their counterparts are of great value, and they recommend that the Wellesley community acquaint itself with the academic program at Dartmouth.

We plan to keep you informed as these discussions develop and would appreciate your thoughts, suggestions, and proposals so that the recommendation to Academic Council, whatever it may be, has wide and general support and is formulated with the good advice you can contribute.

Miss Blair McElroy, Executive Director of the Commission, is Wellesley's coordinator of the discussions with Dartmouth. The following members of the faculty, who were available during the summer, have met with their counterparts at Dartmouth. All of them are prepared to share with you their current information and evaluations: Mrs. Allen, Miss Avitabile, Mrs. Bell, Mr. Cohen, Mr. Dickstein, Mr. Ferry, Miss Fleming, Mrs. Guernsey, Mr. Johnson, Mrs. Lefkowitz, Mr. London, Mrs. Melvin, Mr. Norvig, Mr. Phibbs, Miss Rock, Mr. Schechter, and Mrs. Spacks.

I would be pleased to have your initial reactions.

Part II

General Summary of Assessment by Committee Assessing Faculty Opinion about Wellesley-Dartmouth Exchange

Responses to our attempts to assess faculty views on the Wellesley-Dartmouth exchange were so varied as to resist summary, beyond saying that while there was considerable mild approval of the exchange as an idea, more approval than not, there was also considerable skepticism about its workability, both in general and in particular. There were also some expressions of uneasiness about the relation of this proposal to other possible programs which might be under consideration, such as coeducation, some uneasiness that some smaller departments might be threatened to a degree, especially in their more advanced offerings, by losing their majors at crucial points in their majors' undergraduate careers. There was also considerable interest in certain special programs at Dartmouth, such as the Foreign Study Program, work projects in Watts and Jersey City, the ABC Program, and so forth. The idea of faculty exchange was favorably regarded, in general, but there were many practical doubts about how this would work, especially for our non-tenured

faculty. Our report to the Commission comes closest to a summary statement when it says that no negative decisions need to be arrived at on the basis of our investigation, but that our investigation certainly suggests no impressive positive mandate either.

Mary Allen, Paul Cohen, David Ferry

Recommendations of the Student Members of the Dartmouth Study Committee

1. We believe that there should definitely be an exchange with Dartmouth. One hundred students each way would be the most reasonable figure to begin with, and would make sufficient impact on both schools to make the program worthwhile. We suggest an experimental period of three to five years.

2. The justification for such an exchange is similar to that of the Twelve College Exchange. We believe that Wellesley should make available the opportunity for a year at another school to a substantial part of its student body--more than is possible under the Twelve College plan. The proposed Wellesley-Dartmouth exchange hopefully would lead to broader and deeper involvement with a similar, yet distinctly different college. Wider variety of educational experience should result.

3. We strongly urge, however, that the MIT exchange not be downgraded. The largest possible variety of options is desirable. Along these same lines, we urge further consideration of full coeducation for Wellesley. These programs are complementary.

4. Regarding the implementation of the proposed exchange, we offer several suggestions.

- a. Due to the apparently high interest in a term (as opposed to a full year) exchange, this option should be further considered.
- b. We strongly urge that housing on both campuses be coed and that the exchangees be well distributed across campus. Such a plan would lead to the greatest possible interaction among exchange students and the students of the host school.
- c. The main criteria for the selection of participants should be academic reasons and faculty and adviser recommendations. We think a mixed class exchange desirable, with class participation in the exchange proportional to the number applying from each class. Black representation should also be proportional.

In conclusion, we have found very substantial support for such an exchange among students here, and we urge that the exchange be implemented as of fall 1971.

Lisa Hill '71, Katharine Kilborne '71, Charlayne Murrell '73,
Margaret Stiehler '71

Addendum to Students' Report on Dartmouth

My status on this committee as I have defined it is exclusively as a representative of the black student community at Wellesley, and so my sole concern has been to search out and examine (very superficially at best) the positive and negative aspects of the proposed exchange as far as the brothers from Dartmouth

and the sisters from Wellesley are concerned. Consequently, please note that this report is strictly concerned with conveying a black point of view on the exchange, and although certain points I make may be generally applicable to Wellesley and Dartmouth students, I hope that this will be considered as a separate entity, reflecting the concerns of a specific and exclusive group.

I would like to make clear the fact that I recommend the implementation of the Dartmouth exchange for the year 1971-72. I realize that there are technical problems which still need to be solved, but the concept standing on its own merit seems to be basically a sound one. One thing that must be looked at realistically is that 100 students from each school should be the anticipated amount instead of 200-300. To underscore this fact I've found that the brothers at Dartmouth are much more interested in having a substantial number of sisters from Wellesley come up than to come to Wellesley themselves. The general consensus among them is that Dartmouth has more to offer academically and Wellesley more to offer socially, so they figure that the best of two worlds can more logically exist at Dartmouth.

Generally speaking, the sisters are interested in the exchange because they see Dartmouth as the means to work in one of its urban programs, or to go to Africa to study. In other words, they want to go to Dartmouth to leave school for at least a semester. This is to Dartmouth's advantage in one way because obviously they will be using the presence of women on campus, which is one of the major points of the exchange, but on the other hand, these programs are an integral part of Dartmouth life, and offer an invaluable experience.

A third point is that Dartmouth affords the sisters and brothers a chance to be just friends. One would have the opportunity to meet and know each other without the social pressures which exist at both schools now. The only problem with this is that the sisters will probably get treated like queen bees five days a week, and abandoned on the weekends when the brothers head for Smith and Holyoke.

The most significant black interest is on the part of the freshmen here. I hate to quote numbers but at least ten are more than seriously considering Dartmouth for a year. Most black upperclassmen are interested but less enthusiastic because many have vested interests in projects, programs or people in the various black communities around Boston.

To sum this up, I still maintain that we should only try for 100 from each school for the first year. Dartmouth has an excellent black studies department and faculty, and I was particularly impressed with the diversity of approach in the classroom. The major problem as I see it is to get brothers interested in coming down to Wellesley.

Charlayne Murrell '73

General Findings from Questionnaires Distributed to Participants in the November
4 Student Exchange

1. Seventy-five per cent of the hostesses and exchangees said they would either definitely or probably want to spend the next year at Dartmouth. Reasons: (a) different location, (b) change in atmosphere, (c) social advantages--boys as friends, (d) course offerings, (e) computer, drama, studio art and Hopkins

facilities, (f) foreign languages and term abroad program, (g) medical school program, (h) engineering program, and (i) black studies program.

2. Twenty-five per cent said they would not care to exchange to Dartmouth. Reasons: (a) personal--academic, friends, etc., (b) Boston, (c) didn't like the atmosphere--too outdoorsy, (d) courses not as good in major, (e) classes not as stimulating, and (f) very disorganized.

3. The majority of Wellesley visitors to Dartmouth changed their impression of the school favorably, citing its academic strength and facilities, and noting that the "wild men of Dartmouth" stereotype is not really valid. A small minority were disillusioned with the academic offerings and interest of the students as well as its isolation in the "north woods."

4. The majority of Dartmouth visitors to Wellesley seem to have been favorably impressed with Wellesley as a result of their visit.

5. The range of reactions to the classes and faculty of Dartmouth appeared to indicate that the girls found both comparable to Wellesley's.

6. Most visiting girls found Dartmouth guys quite hospitable, although some apparently had less favorable experiences.

7. Overall, the consensus was that there was sufficient support, especially at Wellesley, to institute an exchange of 100 students each way, but 200 was regarded as an unrealistic figure.

Part III

Excerpts from Faculty Reports

Mary Allen, Assistant Professor of Biological Sciences

My first impressions upon reading the proposals on the exchange were fairly negative, basically because of the idea of areas of specialization which I felt only the faculty in individual departments could decide upon after much discussion. The evening discussion did much to relieve my fears about the program, and many questions were cleared up. I now favor this program for a number of reasons, most important being (a) the advantage of allowing students the opportunity of taking different courses which we are unable to offer, or even similar courses but with different instructors, and (b) the advantage of large numbers of students being able to leave Wellesley for any number of reasons, but still continue in their education at another college.

The consensus of our group was that we do not anticipate large numbers of science majors to participate in this program except perhaps in the sophomore year, but that we favored the idea of the exchange. A chemist from Dartmouth felt few chemistry students would come to Wellesley for specific courses and I think I would agree about our biology majors going to Dartmouth for specific courses. On the other hand, I would encourage students in certain areas of biology to strongly consider going to Dartmouth for a year. The math department at Dartmouth has much to offer to students interested in computer science. We discussed at length the idea of the exchange being used as an alternative to

coeducation or as an introduction to coeducation which will make alumnae [alumni] more prone to accept eventual coeducation. On this topic we were divided, and strong feelings were offered both ways. The majority of those present favored coeducation and approved of or had reservations about the program for those reasons.

The emphasis on the aims of the program being very varied and allowing students to select the exchange for many different reasons is important. The importance of faculty members from each school in similar disciplines meeting and discussing programs before any concept of specialization is discussed was evident. Different departments could get very different benefits out of the program and it should be up to individual departments to decide on these. The enthusiasm of the faculty from Dartmouth made it evident to me that we must have discussions of faculty from both schools in similar disciplines and that this enthusiasm can make the program succeed. Seminar presentations and invitations to our seminars or colloquia might be a good way to begin faculty and student communication.

Grazia Avitabile, Professor of Italian

My first reaction to the proposal was very favorable because it seemed to me to offer (1) the possibility of experimenting with coeducation, (2) a new option for students, (3) an enlargement of horizons for the faculty, particularly, but not exclusively, for those in very small departments, and attendant curriculum offerings (such as the Urban Program, Comparative Literature, etc.), and (4) the possibility in the future for each institution to specialize in different areas.

On further thought I had some reservations, very much on the lines brought out in the general discussion at the evening meeting: (1) intricate and time-consuming arrangements between departments and plans for the future, (2) the number of students who would actually wish to exchange versus the definite number indicated in the proposals, (3) specific number of years specified for the duration of the association, and (4) last but not least, the actual educational aim of the proposal.

I find myself on the whole still very favorable to the proposal. I am in agreement with the sense of the meeting that any association should be entered upon with a minimum of intricate arrangements, a maximum of flexibility, and strong encouragement to collaborate in all areas where collaboration is reasonably easy and profitable (allow things to grow and develop if they will), that the exchange should be for one year with the possibility for an additional year for individual students who demonstrably would profit educationally from it, that the next step is to involve all the faculty and the students in the discussion.

The Dartmouth Foreign Language Program seems to me very attractive for the student who really wishes to learn a language since it is preceded by a course at the home institution and reinforced, immediately in most cases at Dartmouth, by a one-term immersion in the language and culture abroad. The greatest difficulty to be worked out regards the two-term versus the three-term system, but for Wellesley there are other difficulties to be considered, not the least one for credits for this term.

The Dartmouth Comparative Literature Program is very interesting because it crosses not only national literature boundaries but also the boundaries between literature and other fields. For students interested in comparative literature the opportunity is obvious since Wellesley has only very limited offerings. For the interested faculty it is an opportunity because the program is very flexible and a Wellesley faculty member could give at Dartmouth a course that he or she would not be able to give at Wellesley.

Carolyn Bell, Professor of Economics

In developing a new product, most firms have a series of tests to provide not quantitative measures of marketability or profitability but merely a stop or go signal. Looking at our visit to Dartmouth as one test in such a series, I would summarize its findings as go, but don't expect the next signal to read Full Speed Ahead.

Both teams yesterday shared the widespread confusion of "educational" (meaning curricular) benefits with "coeducational" benefits, with the result that much of the reasoning was circular. I have thought for a long time that it would be much simpler to talk about co-habitation than coeducation. The educational benefits from living with all kinds of people are obvious and merit attention on their own. The educational benefits of having men and women in the same lecture room are not obvious. If both colleges stated flatly that the purpose of the program is to enable each to gain more experience with co-habitation and the match is planned because Dartmouth and Wellesley are of roughly equal academic quality, then I think straightforward planning to effect the same kind of simple arrangements that now exist for seniors at the seven sisters would be useful. If either or both insist on predicating the match on educational benefits, meaning curriculum or program gains, then we are not only indulging in self-deception but unleashing complex and costly labors of highly dubious general worth.

This is not to say that some cooperation between Dartmouth and Wellesley could not yield significant benefits along more or less conventional academic lines. Evidently some programs can be usefully, and fairly easily, converted to joint operation: the international terms or years, sharing key personnel within a given department or field, sending an honors student to gain from the specialized competence at another institution, and so on. But in my opinion such ad hoc cooperation neither requires nor justifies the kind of wholesale exchange program envisaged. And to work out detailed arrangement for each department's participation in such a wholesale exchange would, in my opinion, involve costs of faculty time and effort far outweighing whatever genuinely academic benefits might result.

Paul Cohen, Associate Professor of History

I strongly support the proposed exchange between Dartmouth and Wellesley. I see it as being a neat way of smoothing the transition to full coeducation (though certainly not a substitute for it); also I believe it is the kind of step that small and middle-sized liberal arts colleges must take if they are to avoid becoming second-class institutions, as a result of the siphoning off of their best faculty and students to the larger ("more to offer") universities.

Aside from the general advantages of such exchanges, there are specific

advantages to a Dartmouth-Wellesley relationship. First, there is the matter of curricular complementarity (which Dartmouth needs only slightly less than Wellesley, if one views her from the perspective of, say, a Berkeley or a Michigan). Second, there is the coeducational aspect. Large-scale exchanges have the virtue of adding more members of the opposite sex without immediately reducing, to a significant extent, the number of degrees that can be granted to the original sex. During a transitional period this probably makes very good sense.

Third, there is the marked contrast in the two institutions' respective settings: Wellesley, a suburban college in a major metropolitan area; Dartmouth, a rural university. Fourth, there is the intangible but, in my view, very important matter of contrasting styles. This is more than the sum total of all the other differences between the two institutions. Exchange students, as well as faculty, will have the opportunity to become immersed in an unfamiliar educational environment. This can be very stimulating to the individuals directly involved; it can also have a significant feedback aspect, as the two institutions over time become engaged in a process of total cross-fertilization.

Some more specific comments follow:

(1) Discussions at Dartmouth persuaded me that one year ought to be established as the normal exchange period, two years being permitted only in exceptional cases. The basic reason for this is that if a student spends two post-freshman years at the other institution, his educational experience in general, and major program in particular, will have been so greatly influenced by the other institution that it will become farcical for the home institution to continue as the degree-granting institution. Transfer, in such a case, would obviously make much more sense. But this opens up the whole business of Wellesley granting degrees to men, and Dartmouth to women. I personally would support such a step, but I don't know whether either Wellesley or Dartmouth is ready.

Let me make haste to add that I can envisage exceptions to the one-year rule. One exception, though only partial, would be the case of the Wellesley student who spent her junior year at Dartmouth and then returned to Wellesley, but did a senior honors thesis under the supervision of a Dartmouth professor. I see no objection whatever to such an arrangement, provided that commuting facilities can be established.

(2) On the matter of faculty exchanges, it seems silly to me to think only in terms of one kind of exchange. I, for one, would object to spending a year at Dartmouth. It would take me away from Cambridge's library facilities, which are essential to my work. My wife, as a practicing lawyer in Massachusetts, would have to quit her job, etc. etc. If, on the other hand, there happened one year to be a demand at Dartmouth for an advanced seminar in the field of modern Chinese history, I think that I would be willing to travel up to Dartmouth for a day once every two weeks.

(3) For a Dartmouth-Wellesley exchange to work, an imaginative, aggressive, and on-going public relations effort would have to be made. This is mandatory. Among other things, it would include making available to all students and faculty much more detailed explanations of course offerings than can be gotten from either institution's present catalogues.

(4) Joint consultation and planning between Dartmouth and Wellesley departments in the same fields would seem essential if the proposed exchange is to develop into more than just an "exchange." The \$64 question is: How much? My impression is that there will never be a single answer to this question. Much will depend on what a given pair of departments have to offer each other. Much, also, will depend on whether there is mutual respect and rapport between individual faculty members on the two campuses. Looking at it realistically, I think that a great deal of cooperation might well develop in some cases, almost none in others. And that's probably as it should be.

Louis Dickstein, Assistant Professor of Psychology

My general feelings about the proposal are favorable. I believe that it would be a good first step toward full coeducation and that it would provide one more significant educational opportunity for our students.

Our department is stronger in the areas of child, personality, and social psychology than it is in the areas of experimental psychology such as learning and perception. The Dartmouth department is much stronger in experimental in terms of the number of courses they offer and in terms of their facilities. One of the compensations for faculty in our department teaching in the experimental areas is that it is possible for them to attract individual students into independent research projects. With the establishment of the Dartmouth exchange it is quite likely that such students would go to Dartmouth for advanced work. This would make it very difficult to retain or attract competent faculty to teach experimental courses at the intermediate level. The importance of maintaining such courses at Wellesley cannot be overemphasized. A student should be able to receive well-rounded training in the major at the intermediate level without being compelled to go elsewhere for a year. Furthermore, one cannot maintain a self-respecting department of psychology which has no representation in the experimental area. Thus, complementary areas of specialization might serve to undercut the balance (whatever there is of it) in our department and this would be most unfortunate.

These remarks may not reflect the opinion of the department but rather the views of one junior faculty member beginning his second year at Wellesley. It is quite possible that the views of senior faculty as well as those of other junior faculty are quite different from mine.

David Ferry, Professor of English

The principal value [of the exchange] for our students, as we talked about it, would be in the provision of opportunities for the kind of diversity supplied by a temporary change in locale, by the chance to learn in a different atmosphere with different associates and presumably therefore with somewhat different perspectives and angles of vision. The other side of this coin is that the two departments and the two institutions are sufficiently similar, both in methods and in academic standards, to provide for more reasonable and reliable controls or guarantees of the quality of our students' experiences under such a program than are present under the twelve-college plan and under other programs which our students sometimes individually wish to investigate elsewhere. We all recognized that this is a period in which students are more than usually concerned with variety in their academic experience, and I think we all acknowledged that within reason this can be a very good thing.

There was general agreement that somewhat similar benefits might present themselves in exchanges of faculty: the chance to work for a time in a somewhat different climate, to strengthen oneself professionally by working for a time with a different set of associates and with students who differ at least to a degree from those with whom we habitually work. We also contemplated with some--with considerable--enthusiasm all sorts of possibilities for faculty cooperation other than the exchanges themselves: for example, the use of each other's faculty as a source of honors examiners; invitations back and forth to sit in for a day or two as participants in one another's courses and seminars; and a number of other pleasant, valuable and inexpensive opportunities.

There was some concern that the exchange program not be used in order to impede the possible development of a genuine coeducational program at Wellesley, or to deflect attention from the fullest possible discussion of such a program. There was also some feeling that faculty exchanges of less than a year be made possible, since so many of us have wives or husbands whose own careers will not make it easy for them to pull up stakes for a year's time, and since it would be possible for some of us to contemplate spending, once in a great while, the first term away from home. (We realize that this would only be feasible, if at all, in the first term, where Dartmouth's first trimester most nearly coincides with our first semester.) There was also some serious concern that such faculty exchanges would ordinarily only be practicable for tenured members of the faculty, since for a junior faculty member to spend two years away (an exchange year plus an early leave) during his years of probation would put him in an insecure position.

Don't commit either institution too soon or too irretrievably to programs of specialization which might cause far more trouble than they will bring in benefits. Above all, don't define the program principally in terms of what it will do with respect to "areas of specialization." Define it in terms of larger, simpler values which might promote a climate in which, as things develop, the benefits of cooperative specialization might, among other things, be achieved.

Janet Guernsey, Professor of Physics

I would hope that it would be strongly indicated (if this is really so) that this is not a try-out of or easing-into a coeducational situation for either institution. The consensus of the meetings seemed to be that coeducation will become universal, probably within the next decade. I do not agree at this time with this prognostication, and would be distressed if our justification for entering an exchange program with Dartmouth was predicated on any such belief. It is true that many people are nervous about total coeducation and will jump at any proposal which appears to "put off the day of decision." Justification of the proposed program must rest firmly on the realization of strong educational values.

As I see it the educational advantages are (1) opportunity for joint planning of area studies, with elimination of some duplication of effort, leading to broader offerings by the two institutions; (2) diversity of instruction for students who take advantage of the exchange; and (3) access to the Dartmouth computer. This could of course be effected by Wellesley even if the exchange did not materialize.

If many students from a small department participate in the exchange this could lead to a dearth of students in the Grade III courses. This would not happen every year, and would perhaps be alleviated by the presence of exchange students from Dartmouth. It should be stated, however, that this program should not be envisaged as a step toward dropping courses from the Wellesley curriculum which because of their advanced nature have a small enrollment. Wellesley must keep a complete major curriculum in its small departments, both for those students who do not wish to participate in an exchange, and for faculty members who would not wish to be limited to teaching elementary material.

The possibility of an exchange of faculty members is the best feature of the proposals from my point of view. A change of venue would certainly provide an incentive to work toward improvement and updating of course material, methods of instruction, research, and curriculum planning at the home institution. It might also provide a broader outlook for exchanging faculty members on the problems inherent in their own discipline. From this point of view, faculty exchange should be for not less than one year.

Roger Johnson, Associate Professor of Religion and Biblical Studies

I spent most of the afternoon talking with the chairman of the Religion Department at Dartmouth. We concluded that our two departments offered the same basic curriculum and in most cases our courses were duplicates rather than complementary.

One exception to this pattern was the Dartmouth Religion Department offerings in the field of Indian Religions, Islam Religions, and courses in the methodology of the study of religion. Wellesley in turn offered more extensive course offerings in the field of Biblical Studies and the Ancient Near East. We spent some time discussing the practicality of developing a complementary curriculum at these points. We concluded that it was not very plausible. Dartmouth faculty did not feel that they were likely to encourage their students to major in Biblical Studies at Wellesley. We at Wellesley did not feel that a student interested in Indian Religions would likely go to Dartmouth for a year, unless there were other reasons which also made than an attractive year's study program.

The original Dartmouth proposal for student-faculty exchange seemed to be both clear and viable: it was a way of significantly increasing the number of women students on the Dartmouth campus without a corresponding increase in buildings, faculty size, and other supporting facilities. The counter proposal by Wellesley involving a long range curricular development seemed to us to be less viable and less clear. Whether a Dartmouth-Wellesley exchange program would benefit Wellesley or not depends in good part on Wellesley's own plans for dealing with the "men on campus" issue.

Mary Lefkowitz, Associate Professor of Greek and Latin

In general, it was both educational and reassuring to talk to faculty who were concerned primarily with the quality of their teaching, and who seemed to know and care about their students as individuals. This shared commitment should make cooperation between faculties much easier than in the case of coordinations between institutions with very different orientations, like Wellesley and MIT.

My impression from the group discussion was that representatives of larger

departments viewed cooperation in curricular planning with less enthusiasm. In part this was based on fear of loss of empire; in part, on a desire to give the student who did not leave the home campus opportunity to profit from "complete coverage" of a field; in part, on a concern that even more energy would have to be expended on negotiations, if additional administrators and outside faculty were involved in the recruitment and hiring of staff. Very little was said about financial considerations. There was also considerable concern about the extent of student participation in the program. Most of the students involved would be juniors and seniors, which would deprive faculty of the students they had trained at the time when the training was beginning to take effect. It was felt that the sciences in particular would be reluctant to part with their major students.

In order to convince the faculties at each institution that such an exchange is desirable for other than social reasons, hard cost data and projections must be provided, to indicate that course offerings cannot be expanded without sacrifice of other programs. Considerable attention must also be given to the question of student participation. It is encouraging that no one seems to be worried about differences in academic standards or about negative effects of competition from (or presence of) the opposite sex.

Stephen London, Assistant Professor of Sociology

Franklin Smallwood, the Director of the Urban Studies Program, first introduced me to IMPRESS, a computer device which serves pedagogical and research functions. It is a computerized library of basic social science data on a broad range of topics and is also programmed to teach the student statistics and computing techniques. IMPRESS was developed at Dartmouth and is now used at other institutions in New England which hook up to the central computer in Hanover. I was told that it would be possible to have several stations at Wellesley, and the IMPRESS staff could give a demonstration at Wellesley at any time. [A demonstration was given in February 1971.]

Mr. Smallwood then explained that the Urban Studies program at Dartmouth had been placing students in the South End under a Dartmouth-MIT arrangement which I am familiar with. The MIT director of that program has left MIT and Mr. Smallwood was extremely interested in our East Boston program as a new arrangement for Dartmouth students. We agreed to pursue the matter further in subsequent discussions.

I now feel that there are some very definite and specific academic grounds for such an exchange. Our participation in IMPRESS and their participation in the East Boston program were two exciting possibilities. In these cases, each institution has something rather unique to offer the other. As we all discussed, there will be departmental and program variation in possibilities of benefiting from an exchange.

Torsten Norvig, Associate Professor of Mathematics

Proposed faculty exchange. In mathematics (and probably in the exact sciences too) this is a good thing. The mobility of tenured Wellesley faculty appears to be low; the experience of teaching in another quality institution could be valuable to many. Further, participation in the deliberations of another

department could lead to curricular and other educational changes. It should also be kept in mind that many interesting seminars are run on the Dartmouth campus--in mathematics so many that a Wellesley faculty member might consider spending a sabbatical year there.

Dartmouth has been singularly successful in spreading the "computing gospel" to almost all of its students. This is partly due to the dynamic personalities of the people involved and partly to the simplicity of the Dartmouth system. A one or two year loan of a Dartmouth faculty member and a leased wire from the Wellesley campus to the Kiewit Computation Center would accelerate the date on which computing became a meaningful part of the Wellesley educational experience.

Proposed student exchange. A majority of Wellesley students will, in any given semester, be taking courses in four or more different departments. Despite this the following remarks are concerned with the mathematics courses which a Wellesley mathematics major might elect. The undergraduate programs of the two schools in mathematics are close enough to make an exchange feasible. The greater variety of courses at Dartmouth is less than the combined Wellesley-MIT offerings.

If a larger number of Wellesley mathematics majors elect to study at Dartmouth for one year this would lead to a decrease in the number of grade III level courses offered here. This is, for many reasons, a bad thing.

Patricia Spacks, Professor of English

In large departments such as English, it seems apparent, advantages of interchange greatly outweigh disadvantages. The Wellesley and Dartmouth English departments represent different intellectual approaches, different sorts of emphasis; students would surely profit by being exposed to both. Another result of the visit, however, was to make me aware of the very different problems of small departments. I am not in a position to assess their magnitude; it seems to me that confrontations of chairmen would be the most efficient way to discover exactly what sorts of difficulty might be anticipated.

The experience of meeting and talking with people from Dartmouth dramatized the advantages for both institutions, from the faculty as well as the student point of view, of expanded horizons. The theoretical advantages in terms of educational possibility are much more abstract, problematical, and arguable. I suspect that faculty enthusiasm for this project will be in direct proportion to the number of faculty members who have had the opportunity of direct involvement with their Dartmouth counterparts; and the discussions in Hanover made it clear that faculty enthusiasm is the prime prerequisite for a successful undertaking of this sort, since without it wide student involvement is unlikely.

My chief reservation concerned the possible infringement of departmental autonomy implicit in the idea of inter-college consultation about faculty appointments. But this, like all the other problems, seems capable of being worked out on the basis of individual departmental arrangements.

APPENDIX L

POPULATION IMPACT STUDY

Scott M. Cunningham and Stephen A. Greyser
December 1970

The attached study provides detailed information on the one-time (capital) and continuing costs prospectively associated with various total sizes and female-male "mixes" of the Wellesley student body. The report was prepared by Will Rodgers of Management Analysis Center, Cambridge, under the direction of Drs. Scott M. Cunningham and Stephen A. Greyser.

These figures were developed after considerable discussion with the Vice President for Business Affairs and other relevant individual administrators. The underlying assumptions involved in each expense area are carefully described in the accompanying pages. Where appropriate, ranges, rather than a single cost figure, have been given.

Please note, however, that some of the assumptions (and their cost consequences) are not necessarily ones with which the reader will be in agreement such as the extent of perceived needs in the physical education area. It is for just such reasons that the supporting detail has been provided. Further, using this information, the reader should also be careful not to "double-count" certain faculty costs. More specifically, the additional faculty needed to teach a greater total number of students could in large part be those associated with new curricular program areas.

The size-mix conditions treated are those initially discussed and suggested by the Commission for study, plus the additions made after the November meeting.

December 1970

To: Wellesley College Commission

From: Management Analysis Center, Inc.

The attached reports of November 4 and December 8 show the financial consequences of a number of alternative "mixes" of student enrollment at Wellesley. Several major types of alternatives are examined:

- the addition of male students at Wellesley, with no decrease in female students from the present 1750
- the addition of female students beyond the present 1750, with no male students
- sizable numbers of male students as exchange students, with no increase in the total size of the student body
- a student body of 2000, with 50 per cent men and 50 per cent women
- a student body of 2000, comprising 1500 female students, 250 male students, and an additional 250 men as exchange students (December 8 report)

Estimates of costs and income have been obtained through analysis of the present 1970-71 College budget, discussions with heads of various budget centers, and an examination of material on other colleges' forecasts of increased costs from enrollment changes or shifts to coeducation.

Major assumptions for the cost and income estimates are:

1. Income and cost estimates are based on the same index used by Wellesley in its 1970-71 budget.
2. Effects of inflation, tuition increases, and other planned construction are not included. Only the effects of enrollment changes are examined here.
3. All students are housed on campus
4. No new construction or purchase of faculty housing for additional faculty is assumed.

It should be noted that treatment of the student-faculty ratio has a great impact on the costs of an enrollment increase. As is explained in note 21 of the November 4 report, instruction costs assume expenses are 90 per cent directly proportional to enrollment and 10 per cent fixed. The range of estimated costs varies as follows: high estimate assumes faculty growth directly proportional to enrollment growth, i.e., maintaining the present student-faculty ratio of 11:1; low estimate assumes faculty growth at one-half the rate of enrollment growth, with resulting ratios of 11.5:1 for 2000 students, 12.3:1 for 2250 students, and 13:1 for 2550 students.

Memorandum to: Members of the Wellesley College Commission

From: Management Analysis Center

Date: November 4, 1970

Attached are the revised estimates of financial consequences of enrollment changes at Wellesley College. Exhibit 1 shows a summary of the consequences, supported by Exhibits 2 to 4. For a more detailed description of the figures, see Exhibits A to H and the Footnotes in the Appendix.

Generally speaking, the analyses show that for all enrollment changes examined:

1. The annual deficit of the College is increased unless there is an offsetting increase in endowment and gifts.
2. Sizable additional capital expenditures are necessary.

The five alternatives examined in the September 12 report have been expanded to nine, and now include three major types:

1. The addition of men to Wellesley as degree candidates.
2. The addition of men to Wellesley as exchange students.
3. Increases in the enrollment of women at Wellesley without the addition of any men.

Note that instead of examining the case of the additions of 200 male admissions or exchanges, I have chosen to look at 250, for easier comparison with the case of enrollment of 1,000 women and 1,000 men.

The operating cost and income figures for the five alternative enrollments examined in the September 12 report stand much as before, except that the costs of scholarships and prizes are quantified in this report.

Capital costs for the original five alternatives tend to be higher in this report, however. These increases reflect higher estimates of classroom, office, and physical education facilities costs, and the quantification of increased student loan fund requirements.

Additions of women (i. e., the enrollment alternatives of 2,000 women, 2,250 women, and 2,550 women) tend to be less expensive than equivalent additions of men as degree candidates. Generally, the analyses show large scale additions of men costing between \$85,000 and \$130,000 more per annum than equivalent additions of females. The additional costs are because of new male administrators in the admissions, career services, dean of students, and alumnae offices, and extra costs in maintaining buildings and grounds, and feeding males. Capital costs with additions of male degree candidates tend to run between \$400,000 and \$600,000 more than with additions of the same number of female students. The difference results from 1) greater office space needs because of male administrators added to some departments, 2) much larger physical education facilities needs, and 3) additional parking facilities.

The alternative of 1,000 women and 1,000 men, is, as would be expected, more expensive than the alternative of 1,750 women and 250 men.

APPENDIX TO NOVEMBER 4th REPORT

EXHIBIT A

DETAIL OF ADDITIONAL OPERATING COSTS - GENERAL ADMINISTRATION
(in thousands of dollars at 1970-71 prices)

Acct. No.		Number of Students Enrolled: W = Women, M = Men									
		Budget 1970-71	1, 750 W 250 M	1, 750 W 500 M	1, 750 W 800 M	1, 500 W 250 M (Exchange)	1, 250 W 500 M (Exchange)	2, 000 W	2, 250 W	2, 550 W	1, 000 W 1, 000 M
101	Trustees	9	-	-	-	-	-	-	-	-	-
102	President	90	-	-	-	-	-	-	-	-	-
104	Treasurer	73	-	-	-	-	-	-	-	-	-
105	Business Manager	49	-	-	-	-	-	-	-	-	-
106	Controller ⁸	124	3	7	10	-	-	3	7	10	3
107	Personnel	64	-	-	-	-	-	-	-	-	-
108	Purchasing	51	-	-	-	-	-	-	-	-	-
109	Staff Benefits ⁹	53	0	1	1	-	-	0	1	1	0
110	Sundry Staff Expenses	16	-	-	-	-	-	-	-	-	-
	Total General Admin.	529	3	8	11	0	0	3	8	11	3
	Note: Footnotes are listed in the back of this Appendix										

EXHIBIT B

DETAIL OF ADDITIONAL OPERATING COSTS - STUDENT SERVICES
(in thousands of dollars at 1970-71 price levels)

Acct. No.	Budget 1970-71	Number of Students Enrolled: W = Women, M = Men									
		1, 750 W 250 M	1, 750 W 500 M	1, 750 W 800 M	1, 500 W 250 M (Exchange)	1, 250 W 500 M (Exchange)	2, 000 W	2, 250 W	2, 550 W	1, 000 W 1, 000 M	
150 Board of Admissions ¹⁰	151	25/35	35/54	46/78	6	12	10/20	20/39	31/63	25/35	
151 Career Services ¹¹	73	20	25	31	15	15	5	10	16	20	
152 Dean's Office	42	-	-	-	-	-	-	-	-	-	
153 Dean of Students ¹²	122	21	25	44	5	5	16	20	39	21	
154 Recorder ¹³	36	4	8	13	-	-	4	8	13	4	
155 Foreign Student Office	17	-	-	-	-	-	-	-	-	-	
156 Student Organizations ¹⁴	81	10	20	32	-	-	10	20	32	10	
157 Health Service ¹⁵	269	32	64	102	-	-	32	64	102	32	
158 Recreational Facilities ¹⁶	22	6	12	18	6	12	-	-	-	18	
159 Staff Benefits ¹⁷	42	10	13/15	20/22	3	4	6	9/10	14/17	10/18	
160 Sunday Staff Expense	3	-	-	-	-	-	-	-	-	-	
161 Financial Aid	23	-	-	-	-	-	-	-	-	-	
162 Wellesley - MIT Bus.	21	-	-	-	-	-	-	-	-	-	
163 Educ. & Community Serv.	46	-	-	-	-	-	-	-	-	-	
163 Student Org. Center	0	-	-	-	-	-	-	-	-	-	
Total	948	128/138	202/223	306/340	35	48	83/93	151/171	247/282	140/158	

EXHIBIT C

DETAIL OF ADDITIONAL OPERATING COSTS - GENERAL INSTITUTIONAL
(in thousands of dollars at 1970-71 prices)

Acct. No.		Number of Students Enrolled: W = Women, M = Men									
		Budget 1970-71	1,750 W 250 M	1,750 W 500 M	1,750 W 800 M	1,500 W 250 M (Exchange)	1,250 W 500 M (Exchange)	2,000 W	2,250 W	2,550 W	1,000 W 1,000 M
175	Information Office	15	-	-	-	-	-	-	-	-	-
176	Director of College Info.	95	-	-	-	-	-	-	-	-	-
177	Choir	7	-	-	-	-	-	-	-	-	-
178	Development Fund Office	221	-	-	-	-	-	-	-	-	-
179	Chapel	10	-	-	-	-	-	-	-	-	-
180	Telephone & Telegraph	84	-	-	-	-	-	-	-	-	-
181	Post Office ¹⁸	15	1	2	3	-	-	1	2	3	1
182	Duplicating	77	-	-	-	-	-	-	-	-	-
183	Commencement	26	-	-	-	-	-	-	-	-	-
185	Taxes - Land	7	-	-	-	-	-	-	-	-	-
186	Travel-Administration	23	-	-	-	-	-	-	-	-	-
187	Audit & Legal	20	-	-	-	-	-	-	-	-	-
188	Sundries	28	-	-	-	-	-	-	-	-	-
189	Data Processing	92	-	-	-	-	-	-	-	-	-
190	Insurance	6	-	-	-	-	-	-	-	-	-
191	Staff Benefit ¹⁹	21	2	2	2	-	-	0	0	0	2
192	General Contingency	20	-	-	-	-	-	-	-	-	-
193	Grants-Faculty Publication	2	-	-	-	-	-	-	-	-	-
196	Sundry Staff Expense	1	-	-	-	-	-	-	-	-	-
197	Alumnae Office ²⁰	155	20	20	20	-	-	-	-	-	20
	Total General Institutional	925	23	24	25	0	0	1	2	3	23

EXHIBIT D

DETAIL OF ADDITIONAL OPERATING COSTS - INSTRUCTION, LIBRARY, RESEARCH
(in thousands of dollars at 1970-71 prices)

[illegible]

EXHIBIT E

DETAIL OF ADDITIONAL OPERATING COSTS -
OPERATION AND MAINTENANCE OF PHYSICAL PLANT
(in thousands of dollars at 1970-71 prices)

Acct. No.	Budget 1970-71	Number of Students Enrolled: W = Women, M = Men									
		1,750 W 250 M	1,750 W 500 M	1,750 W 800 M	1,500 W 250 M (Exchange)	1,250 W 500 M (Exchange)	2,000 W	2,250 W	2,550 W	1,000 W 1,000 M	
300 Administration ²³	158	-	-	10	-	-	-	-	10	-	
301 Operation of Buildings ²⁴	424	11	22	32	-	-	10	20	32	11	
302 Maint. & Repair - Buildings ²⁵	1,199	19	38	58	-	-	17	35	56	19	
303 Grounds ²⁶	212	2	4	6	2	4	-	-	2	6	
304 Roads and Walks	97	-	-	-	-	-	-	-	-	-	
305 Outdoor Sports	50	-	-	-	-	-	-	-	-	-	
306 Indoor Sports	0	-	-	-	-	-	-	-	-	-	
307 Autos and Trucks ²⁷	40	-	2	2	-	-	-	2	2	-	
309 Insurance-Academic	16	-	-	-	-	-	-	-	-	-	
310 Distribution Center	28	-	-	-	-	-	-	-	-	-	
313 Contingent	60	-	-	-	-	-	-	-	-	-	
314 Staff Housing	56	-	-	-	-	-	-	-	-	-	
319 Staff Benefits ²⁸	102	12	24	39	1	2	11	24	39	12	
325 Power Plant (not distributed)	518	-	-	-	-	-	-	-	-	-	
Total Operation and Maintenance	2,960	44	90	147	3	6	38	81	141	48	

DETAIL OF ADDITIONAL OPERATING COSTS - RELATED
ACTIVITIES, SCHOLARSHIPS AND OTHER EXPENSES
(in thousands of dollars at 1970-71 prices)

[illegible]

FOOTNOTES

- ¹ Dormitories - I assume dormitory construction would be in units of 120 students, with a minimum cost of \$12,000 per student. This is based upon a study done for Princeton University* in 1968, which estimated dormitory space needs per student at 300 sq. ft., costing \$40 per square foot including architects fees and furnishings. Space per student in Wellesley's 13 dormitories is 400 square feet, but includes dining and social facilities, which I have chosen to take up separately (see Dining Halls). Construction costs have risen rapidly in recent years, which I reflected by putting a maximum construction cost on the dormitories of \$50 per square foot or \$15,000 per student. Units constructed are 2 in the cases of 250 more students (men or women), 4 in the cases of 500 more students, and 7 in the cases of 800 more students. Since large scale exchanges would cause inefficiencies in dormitory utilization, I assumed construction of 1 dormitory unit in the case of 500 exchange students and 0 or 1 unit in the case of 250.
- ² Dining and Social Facilities - I assume construction of new dining and social facilities would be linked with construction of new dormitories. The Princeton study also estimated dining and social facility needs at 100 sq. ft. and \$40 per sq. ft., or \$4,000 per student. Thus, Princeton's combined estimate for dormitory and dining and social facility space of 400 sq. ft. per student matches exactly Wellesley's experience in her present dormitories. To reflect the possibility of higher construction costs, I assumed a maximum cost of \$50 per sq. ft. or \$5000 per student, and used the \$40 cost as a minimum. I assume additional dining and social facility space would be built to accomodate the resident spaces created in additional dormitories, and would be incorporated into the dormitories. Thus, I assumed construction of one dining hall for 480 residents, assuming incorporation with a complex of four dormitories, in the cases of 500 additional students, and two dining halls for a total of 840 residents, assuming incorporation with one complex of three dormitories and one of four dormitories, in the cases of 800 additional students. In no other cases would additional dining and social facilities be needed, since new dormitories would be constructed next to existing dormitory complexes, and students would eat in existing dining halls.

* "The Education of Women at Princeton", Princeton Alumni Weekly, Sept. 24, 1968, p. 49.

3 Classrooms - Additional classroom needs are calculated by assuming a classroom is available for an average of 12 courses a week, with an average of 20 students per class. Thus an additional classroom can handle 240 student course selections. Assuming five course selections per student, there is a need for one classroom per 48 students.

Estimates of space needs per classroom are based upon the present layout of Founders Hall which, on inspection, has roughly 45% of its space for classrooms and 55% to offices.

The building is 48,000 square feet, and there are 22 classrooms in it, so that one classroom accounts for an average of 1,000 square feet of space including access. Cost per square foot is calculated at between \$40 and \$50 per square foot.

4 Office Space - Additional office space is a function of the number of additional office-holding administrative personnel, faculty, and secretarial people needed in each case, which are 28, 53, 82, 0, 0, 24, 49, 78 and 28 in the nine different cases respectively. This count excludes additional office people for Health Services who can be housed in the Infirmary Building.

Space requirements per office, like classrooms, are based upon the present layout of Founders Hall. Of Founders' 48,000 square feet, 55% is offices, and roughly 93 faculty and 13 secretaries are housed in the building's 66 offices. On the average, 250 sq. ft. of office space, including access are utilized by each office holder in Founders. Cost per square foot is calculated at between \$40 and \$50 per square foot.

5 Physical Education Facilities - These costs are estimated from information in a memo of Miss Speers and a conversation with Mr. Coffey. These costs are difficult to estimate, since physical education needs, in general, are nebulous, and male student needs are so different from those of female students.

Addition of Male Students - For the additions of male students I assume the following:

1. Construction of new playing fields.....one new field for the addition of 250 male exchange or degree candidates; two fields for the addition of 500 male exchanges or degree candidates; and three fields for the addition of 800 or 1000 males. The cost of a playing field, taken from the Princeton study, is \$20,000.

2. Purchase and installation of several basketball backboards around campus. Cost is \$2,000.
3. Renovations for men's locker and shower facilities in the Recreation Building for \$20,000.
4. A weight training and conditioning room in the Recreation Building for \$5,000.
5. Renovation of the ground floor of Mary Heminway per description of Miss Speers for between \$250,000 and \$350,000 in all cases.
6. New asphalt, quick-dry tennis courts at \$10,000 each....5 courts for 250 males, degree candidates. 8 courts for 500 degree candidate males and 10 courts for 800 degree candidate males. I assume 5 new courts for the case of 1000 women and 1000 men.
7. An initial equipment investment averaging \$20 per degree candidate or exchange student, based upon Miss Speer's figure of \$4000 for 200 male students.

Additional Female Students - For the additions of female students I assume the following:

1. An extra playing field at \$20,000 with the addition of 800 female students.
2. Five additional tennis courts with the addition of 800 female students and three courts with the addition of 500 students. Cost per court is \$10,000.
3. An initial equipment investment of \$10 per additional female student.

⁶Parking Facilities - Parking facilities were estimated by the Physical Plant department to be somewhere between \$300 and \$500 per parking space, including access and lighting. Additional spaces needed for students are based upon four assumptions: (1) juniors and seniors would continue to be the only undergraduates who could keep cars on campus, (2) the fraction of junior and senior women who own cars would continue to be 1/3, (3) the fraction of junior and senior men who own cars would be 1/2, (4) only sophmores, juniors and seniors would be involved in an exchange program. The number of additional student spaces for the nine different enrollments are, in order, 62, 125, 200, 28, 56, 42, 83, 133, and 125.

7 Student Loan Fund - Total loans provided to students for the year 1970-71 is \$147,060, comprising \$131,060 in Student aid loans and \$16,000 in National Defense Student Loans. Current Federal cutbacks in aid to education imply a reduced likelihood of Wellesley's already limited ability to obtain Defense Loan grants. Thus, I assume additional loans would have to be financed by Wellesley herself. The current loan per student per year is \$84 and payment terms are free interest, a payback period of 2 years, and a grace period averaging one year between graduation and the beginning of repayment. At this rate, loan money needed is \$588 per additional student.

8 106 Controller - The Bursar estimated another clerk at a salary of \$6600 would be needed for student accounts with the addition of 500 students. I assume a half and one-and-a-half clerks for 250 and 800 additional students, respectively.

9 109 Staff Benefits - Personnel does not calculate Wellesley's employee benefits as a percentage of salaries and wages. For simplicity, I assume benefits as 10% of salaries and wages.

10 150 Admissions - Estimates here are indirectly based upon information supplied by the Director.

Degree Candidates - Costs of this office are related to the number of applicants. Currently, 2000 applicants are handled on a budget of \$151,000, of which \$15,000 is fixed cost. Therefore, I calculate the variable cost per applicant as \$68 (\$53 in salary and \$15 in expense). Also, with male degree candidates, Wellesley would require a male admissions director at \$15,000 salary. The number of applicants per admitted freshman is assumed to be 4.6:1 maximum (current ratio) or 2.3:1 (minimum).

Exchanges - Student exchanges for 1970-71 are being handled by the Dean of Student's Office, but I assume larger-scale exchanges would be handled by Admissions. Based upon the 1970-71 experience approximately \$25 of clerical and administrative time is needed for each exchange student.

11 151 Career Services - No exact estimates were made by the Director, but the information she provided allowed for the following assumptions: The cost of counsel and clerical time is \$20 per student (currently 2 counselors and 2 secretaries at \$30,000 in salaries and wages are the variable costs of career services, or \$17 per student, and half the \$9,400 expenses are variable, or \$3 per student). A male career services director would be added with male admissions or exchanges at \$15,000 salary.

- 12 153 Dean of Students - Estimates made by the Dean are: 1) one class dean @ \$10, 000
and 1/2 secretary @ \$3300 are needed for every 400 students; 2) a faculty advisor
@ \$500 for every 30 freshmen and sophomores; 3) a male Dean of Students @ \$15, 000
for male admissions and exchanges, although he would replace a female class dean,
rather than increase the staff. I assumed one more class dean is needed for 250
and 500 new students, and two deans for 800 students. Also \$6 per student is
variable expenses.
- 13 154 Recorder - I assumed all but \$9, 000 of the \$28, 900 salary budget is variable with
the number of students, and all of the \$6, 600 expense is variable (i.e. \$12 and \$4 per
student respectively).
- 14 156 Student Organization - This office spends all the money it receives, or \$40 per
student.
- 15 157 Health Service - Dr. Keighley estimated the receptionist and lab technician
@ \$12, 000 are the only fixed salary costs of the \$155, 400 salary budget, the rest
being variable with the number of students. Also, \$80, 000 of the \$114, 000 expenses
is variable with the number of students. (i.e. \$82 variable salary cost and \$46
variable expense per student).
- 16 158 Recreational Facilities - I estimate that one, two, and three additional custodians
will be required in the recreation buildings in the cases of 250, 000 and 800 male
students. Three more custodians would also be necessary in the case of 1000 women
and 1000 men.
- 17 159 Staff Benefits - I assumed a 10% benefit level for additional salaries and wages
in Student Services.
- 18 181 Post Office - Currently, one person @ \$6000 handles student mail. Therefore, I
assume the variable cost per student is \$3.50.
- 19 191 Staff Benefits - Staff benefits are assumed at 10% of additional General Institutional
salaries and wages.
- 20 197 Alumnae Office - Although no exact estimate was made by the Alumnae Secretary,
the information from her allowed for the following assumption: all costs would be fixed,
except a male alumnae secretary and his secretary @ \$20, 000 would be added in the
cases of male degree candidates.

21 200 to 242, excluding 203 and 239 - Instructional and Non-Instructional salaries and staff
benefits - A gross estimate for all academic departments has been made here. The Dean
felt that the maximum additional instructional expense would be at a variable cost per
student equivalent to the present salary and benefit cost per student of \$1764. She also
felt the minimum additional expense would be one half this amount, or \$882 per student.
For an estimate of non-salary expenses, I assume 10% of the \$560,000 expense budget
is fixed, and the remaining \$504,000 is variable, at \$288 per student.

22 250 Library - The Librarian estimated that 800 additional students would necessitate
the addition of 4 professional and 4 non-professional library employees at a total cost
of \$64,000. For smaller increases in the student body, I assume salary increases at
the same cost per student (i.e. \$80 per student). Regarding other expenses, the
Librarian said that at the minimum, materials expense at \$146,600, supplies expense
at \$11,500 and equipment expense at \$5,500 would all be variable with the number of
students. She said these other variable expenses would rise by 20% with the addition
of 800 students. For smaller increases in the student body, I assume expenses at the
same cost per student (i.e. \$41 per student).

23 300 Administration - Mr. Coffey believed that only in the cases of 800 additional students
would additional physical plant administration be necessary. I estimate another
supervisor @ \$10,000 for these cases.

24 301 Operation of Building - Estimates of additional costs are based upon current
experience in Wellesley's academic buildings now. Wellesley averages \$.40 per square
foot for custodial wages, and \$.10 per square foot for custodial expenses. Utilities
currently cost \$.40 per square foot. Therefore, operating costs for any additional
construction of offices and classrooms is calculated at \$.90 per square foot.

25 302 Maintenance and Repairs - Routine maintenance currently averages \$.35 per square
foot for Wellesley's academic buildings. However, an annual budget of at least \$500,000
or \$1.25 per square foot in special projects is not unusual. Therefore, I assume repair
and maintenance costs for additional academic space at \$1.60 per square foot, and I
assume half of this is labor.

26 303 Grounds - Mr. Coffey believed additional grounds keepers would be necessary only
if additional playing fields were built. I assume an additional \$2000 in wages, supplies
and equipment for each playing field built.

- 27 307 Autos and Trucks - Mr. Coffey thought another vehicle would be necessary in connection with Physical Plant activities for 500 and 800 additional students. The assumed cost is \$2000 per year.
- 28 319 Staff Benefits - Additional staff benefits are 10% of all additional wages and salaries for operation and maintenance of Physical Plant and related activities.
- 29 350 Dining Halls - Additional costs are not only related to the increase and changes in enrollment, but also to the construction of new dining halls. Cost increases are based on the following assumptions: 1) Cost of food per female student for a year is \$226 (current budgeted average), and is 10% more for a male student, or \$249 per year; 2) cost of dining room staff is \$298 per student, calculated on the basis that current enrollment necessitates a staff of 117 people with total wages of \$505,000; 3) every new dining facility needs a dietitian at \$5,100 salary for 9 months; 4) every new dining facility needs \$3,100 of annual equipment expense; 5) supplies, laundry, linen, china, etc. are variable with the number of students at \$28 per student; 6) Utilities, repair and maintenance, and trucking are variable with the number of dining facilities; at \$7,500 per dining hall.
- 30 351 Dormitories - Additional costs are a function of the number of dormitories and the existence of male students on campus. According to the Head of Housekeeping, every new 120 person dormitory would need 2 matrons (cost: \$3600 each) and a custodian (\$6,700), and other variable housekeeping expenses currently averaging \$14,300 per dormitory. Mr. Coffey felt that utilities, security, repairs and maintenance and other expenses would vary with the number of dormitories at the current average of \$30,000 per dormitory. Of this, \$14,300 per dormitory is for security and repairs and maintenance, both of which he felt would have to be 25% higher for male dormitories.
- 31 500 Scholarships and Prizes - Since the 70-71 budget was \$948,000 for those students receiving financial aid among Wellesley's present 1750 students, I assume additional students would receive on the average, \$540 each.

- 32 Tuition - I calculated this at \$2,300 per each additional student.
- 33 Simpson Infirmary - My calculations are based on the latest information on infirmary charges available, even though the \$45,000 budgeted assumed lower in-patient and out-patient charges to patients. Calculations assume \$9 for lab charges, \$2 for shots and physiotherapy, .6 paid bed occupancy days at \$30 a day, and 1 chargeable out-patient visit at \$10 a visit, for each additional student. These are based upon figures and estimates obtained from Dr. Keighley.
- 34 Application Fees - Income here is calculated at \$15 per additional paying applicant. Applicants presently number 2,000 with 10% application fees waived. Ratio of applicants to enrolled freshmen is not 4.6:1 or 4.2:1 for paid applicants. Since the ratio of applicants to admitted freshmen is likely to decrease as Wellesley becomes larger, I have assumed a minimum applicant ratio of 2.3:1, or 2.1:1 paid.
- 35 Student Activities - I calculated these additional costs at \$40 per additional student.
- 36 Other Student Fees - These fees include physical education fees, bicycle fees, library fees, parking fees and fines, charges for keys, music practice and tuition, diploma fees, continuing education fees, and deferred payment fees. I assume they vary with the number of students at \$34 per student (current average).
- 37 Student Rooms - I assume increases at \$475 per additional student, the current room charge.
- 38 Student Board - I assume increases at \$625 per additional student, the current board charge.

Memorandum to: Members of the Wellesley College Commission

From: Management Analysis Center, Inc.

Date: December 8, 1970

At the November 20-22 meeting of the Commission it was decided MAC should investigate the financial consequences of one more enrollment alternative

1,750 female students, 250 of which are on an exchange program with an equal number of male students, and 250 male degree students. This implies a population living on the Wellesley campus in any one year of 1,500 women and 500 men.

The attached exhibits show the results of the investigation. Not surprisingly, the figures are similar to, and as a result comparable with, case #1 in the November 4 MAC report. Generally speaking, operating and capital costs are higher in the present case (let us call the present investigation case #10) than case #1 for two reasons: a) an exchange program provides additional administrative costs and possible needs for more dormitory space because of inefficient room allocation, and b) 250 men, even on exchange, are more expensive to have on campus than the 250 women they replace. Additional operating income is the same for both cases #1 and #10 because there is the same increment in tuition and fees from enrollment increase.

Where figures are the same in the two cases, the supportive assumptions for case #1 in the November 4 report will provide sufficient definition. This leaves for further explanation any of the figures that are different for case #10. Described below are the specific assumptions behind figures in case #10 which differ from case #1:

Additional Capital Costs:

- . Dormitories - The low end estimate is the same for cases #1 and #10, assuming 2 new dormitories costing \$1,440,000 each. However, a 250 student exchange program could cause inefficiencies in room assignments to the extent that another dormitory would be needed. Its cost is included in the high end estimate of case #10, with all dormitories costing \$1,800,000 each.
- . Physical Education Facilities - Costs in the low end estimate of case #10 are \$25,000 higher than for case #1, comprising:
 - a) another playing field at \$20,000

- b) \$20 per exchange student in additional equipment,
or \$5,000

Costs in the high end are \$55,000 higher, comprising the above two costs, plus:

- c) 3 tennis courts, at \$10,000 each

. Parking Facilities - The higher cost for case #10 results from a greater percentage of car ownerships (and, hence, parking needs) among the 250 male exchanges than the women they replace. The number of additional parking spaces needed is 28, which means a greater cost of \$8,000 to \$14,000.

Additional Operating Costs:

- . Student Services - The difference in both ends of the cost range is \$13,000, accounted for by:
 - a) \$6,000 in maintenance wages and supplies for the additional playing field (see additional capital expense above)
 - b) \$1,000 more in staff benefits for increased wages and salaries in Operation and Maintenance and Related Activities
- . Related Activities - There is a difference of either \$13,000 at the low end of the cost range or \$68,000 at the high end from:
 - a) \$6,000 more for food for the 250 exchange males
 - b) More dormitory operating costs comprising:
 - b-1) \$7,000 at the low end, for higher security and maintenance costs from occupancy by the 250 male exchanges, or
 - b-2) \$62,000 at the high end, which assumes not only higher security and maintenance costs for males, but maintenance and security for one additional dormitory (see additional capital costs above).

EXHIBIT 1

ESTIMATED FINANCIAL CONSEQUENCES OF
ENROLLMENT CHANGE

(in thousands of dollars at 1970-71 prices)

	1,500 Women 500 Men (including 250 exchanges)
Additional Operating Costs	\$951/1,237
Additional Operating Income	881/883
Net Change in Operating Budget	-\$70/-354
Additional Capital Costs	\$3,910/6,699

EXHIBIT 2

ADDITIONAL OPERATING COSTS

(in thousands of dollars at 1970-71 prices)

	1,500 Women 500 Men (including 250 exchanges)
General Administration	\$3
Student Services	141/151
General Institutional	23
Instruction	292/513
Library	30
Research and Other Grants	-
Operation & Maintenance	47
Related Activities	280/335
Scholarships & Prizes	135
Other Expenses	-
Total Additional Costs	\$951/1,237

EXHIBIT 3

ADDITIONAL OPERATING INCOME

(in thousands of dollars at 1970-71 prices)

	1,500 Women 500 Men (including 250 exchanges)
Student Fees	\$606/608
Endowment and Gifts	?
Research and Other Gifts	-
Miscellaneous	-
Related Activities	275
Scholarships and Fellowships	?
Other Income	-
Total Income	\$881/883

EXHIBIT 4

ADDITIONAL CAPITAL EXPENDITURES

(in thousands of dollars at 1970-71 prices)

	1,500 Women 500 Men (including 250 exchanges)
Dormitories	\$2,880/5,400
Dining and Social Facilities	-
Classrooms	200/250
Office Space	280/350
Physical Education Facilities	377/507
Parking Facilities	26/45
Student Loan Fund	147
Total New Capital Costs	\$3,910/6,699

APPENDIX M

SUMMARY REPORTS ON QUESTIONNAIRES

In the spring and summer of 1970, questionnaires were administered to the student, faculty and administration, and alumnae constituencies of the College. The preparation, administration, and analysis of these surveys was under the direction of Drs. Scott M. Cunningham and Stephen A. Greyser.

These detailed questionnaires addressed themselves to topics of common interest to all constituencies, such as satisfaction with various aspects of a Wellesley education (academic, social, etc.), issues of educational change (such as broadening the age range of students, adding extensive graduate programs, etc.), attitudes toward more men on campus, increases in Wellesley's size, and the like. In certain areas the questions were common to all constituencies (for example, size, major educational programs, men on campus). In other areas, the questions were keyed to the given group, such as retrospective assessments of life at Wellesley for alumnae, more detailed reactions to prospective educational changes for on-campus groups, and more extensive questioning about on-campus life for students.

Despite "the events of May" which affected on-campus response, and the typical non-response problems associated with mail questionnaires, nonetheless response rates from all groups were substantial. More specifically, some 66 per cent of students, 63 per cent of faculty and administration, and 60 per cent of alumnae returned their questionnaires prior to the cutoff dates for computer tabulation.

In the fall, summary reports were prepared for each of the three surveys. These reports were in turn distributed to their respective groups. (In the case of alumnae, this was done at Regional Councils and through an article in the Alumnae Magazine.) These summary reports appear as part of this appendix: M-1, M-2, and M-3.

In addition to these summaries, the following materials were prepared for the Commission. (Copies may be consulted in the Commission office.)

- Composite responses (all respondents on all questions) for each questionnaire
- Representative verbatim comments from respondents on qualitative issues such as:
 - the strengths and weaknesses of having many more men on campus
 - conceptions of "the character of Wellesley"
 - views on the meaning of "quality education for women"
 - the most important educational issues at Wellesley
- Detailed analyses (drawn from all three questionnaires) on key issues such as size, men on campus, and over-all satisfaction with Wellesley

• Sets of computer tabulations of all basic data organized by major analytic variables (such as undergraduate class, view on desired proportion of men on campus, etc.) This material is available for student and alumnae data only.

M-1

SUMMARY OF RESULTS OF STUDENT QUESTIONNAIRE September, 1970

The following summary represents some of the highlights from the Commission's student survey, along with selected comparative findings from the alumnae and faculty surveys. Additional analyses are still underway, and a more complete presentation will be available later in 1970.

Among the specific topics treated are the state of student satisfaction with Wellesley (overall, academically, and otherwise), reactions to Wellesley's educational programs and suggestions for prospective changes in them, views on how many men should be on campus and via what means, and opinions as to changes in Wellesley's size.

Overall Satisfaction

In terms of overall satisfaction with Wellesley, student reactions are split: only 48% consider Wellesley to be "the best" or "one of the best" choices they could have made, 12% consider it "a mistake." (Among last year's seniors these percentages are 42% and 19%; among freshmen 55% and 8%.) Similarly, about half, 51%, say that they would choose Wellesley again--41% for seniors, 50% for sophomores and juniors, and 59% for freshmen. When asked what type of school they would attend, only 6% say "another women's college," while 61% and 16% respectively say "an established coed school" and "a men's school that recently started admitting women." Some 32% report they have seriously considered transferring.

Wellesley alumnae hold a more positive attitude toward their Wellesley experience, with 69% reporting retrospectively that they would select the College again. The figures are over 70% for pre-1960 alumnae, and about 60% for alumnae of the 1960's. Faculty, assessing their satisfaction with Wellesley as "a place for a permanent academic career," report predominantly favorable attitudes--30% "very satisfied," 42% "somewhat satisfied," 11% neutral, and 17% dissatisfied. Not surprisingly, Faculty who have been at Wellesley for longer periods of time express more satisfaction than do newer Faculty.

Concerning coming to Wellesley, for 80% of students, Wellesley was their first choice (or early decision). In deciding to come to Wellesley, the College's overall academic reputation (93%) and proximity to Boston (73%), were the principal factors. In terms of prior expectations, an excellent intellectual life was by far the principal one (85%). On the social side almost all students (89%) expected an adequate weekend social life, but relatively few (35%) say the same about weekday social life.

Opinions vary with respect to student satisfaction with different aspects of life at Wellesley--academic, extracurricular, social, post-college plans. When asked how well Wellesley has met their expectations in each of these areas, 59% say "very well" or "rather well" for their academic life in general, a proportion that grows to 64% for academic life in a special field. Less enthusiastic are the reactions to Wellesley's extracurricular life (35%) and social life (38%). Even less satisfaction is expressed with post-college educational planning (29%) and career planning (28%). (Also see "Advising and Counseling" below.)

Education at Wellesley

Students react very positively to Wellesley's general-liberal education: 91% consider it "excellent" or "good." (Some 93% of alumnae concur.) As for specific facets of the academic experience, the quality of course content and the faculty/student ratio draw particularly favorable ratings. Least favorably evaluated are academic advising, the amount of social interchange with instructors, and the extent of formal requirements. As might be expected, students react much more favorably when the ratings context is that of their major department--registering about 20% more enthusiasm on these same elements. For example, 56% are "enthusiastic" or "very satisfied" with the quality of instruction in their

major field, 34% for that in the college as a whole; similarly, these assessments with regard to course enjoyment are 53% and 31%. Only in variety of course offerings is there a similar level of satisfaction, and dissatisfaction, for both the College in general and major department. Buttressing this view is the fact that 81% of students favorably rate their experience with their major field--29% "very satisfactory" and an additional 52% "generally satisfactory." Among seniors and juniors only, about 3 out of 4 would prefer the same major if given a choice.

Students to a marked degree think that they should have considerably more influence on the educational policies of the College as a whole and their major department. About 10% say they now do have "a great deal" or "quite a bit" of influence at the level of the overall College; 70% think they should have that much influence. At the departmental level, the comparable figures (26% and 74%) show much more perceived present influence, but desire for still more. Of note is the fact that most students (77%) do consider their major departments to be responsive to student views and suggestions; only 10% describe departmental reaction as "indifferent" or "antagonistic." Some 30% strongly agree that faculty promotions should be based in large part on student evaluations. While Faculty generally support informal and formal consultation on the part of students in a wide variety of academic areas, they prefer to limit student voting participation to matters of student discipline.

As to suggestions for educational improvement, students evince the most interest in providing greater opportunities for independent work (62% say "major improvement"), making course work more relevant to contemporary life and problems (56%), and more emphasis on interdepartmental courses (53%). Faculty also express strong interest in these improvements. Separately, about half the Faculty (47%) considers the rate of curriculum change in its own field to be "about right," although almost as many (39%) think it has been somewhat slow. Pass-not pass in all courses also generates student support (47%) as a major improvement; about two-thirds of the students say they now use the option in non-major electives and courses taken to fulfill distribution requirements, and 63% say it has made little difference in the quality of their work. Although about half think that grades at the college level are meaningless, nonetheless students generally consider grading at Wellesley to have been a fair estimate of their work (22% dissent). Separately, students also say they would like the College to make it administratively easier to create an interdisciplinary major. Faculty favor making the major field more flexible, but very strongly reaffirm its necessity.

Broader kinds of educational change also receive student support. The aforementioned student desire for more interdepartmental work is also reflected in 61% endorsement of interdisciplinary institutes (treating particular issues or problems). Faculty (60%) and alumnae (57%) also favor such a program. Students favor the development of an extensive M.A. program (64%), an idea that generates 59% Faculty support and 53% alumnae support. A majority (51%) of students desire a downtown Boston campus, but relatively few Faculty (33%) or alumnae (25%) concur. Students also consider it desirable (63%) to accept undergraduates older than "normal" college age, as do alumnae (64%) and particularly Faculty (88%). As for attitudes toward relaxing admissions standards to admit more minority group students, 42% of students--and 33% of alumnae--are in favor.

Men on Campus

On the whole, students very strongly support more men on campus. For example, 61% think this should be a major priority of the College. This sentiment is backed by student belief that Wellesley's educational quality (65%) and social quality (86%) will be improved as a result. Although more men is considered a priority by most students, aggressive recruiting of quality women students prior to aggressive efforts to bring more men to Wellesley generates 38% agreement (40% disagree, the others don't care). Only 5% would like to see Wellesley return to an all-female institution, and 77% consider such a step "strongly undesirable."

As to how many men should be at Wellesley, when asked this question directly, about half the students think that about 50% men on campus is the most desirable proportion. The Class of 1970 is somewhat more emphatic than are others on this point. Very few

students (only 10%) say 20% or fewer men is most desirable. Responding explicitly to the idea of 50% men, 56% of present students say "strongly desirable," and an additional 21% say "somewhat desirable," while only 16% say "somewhat" or "strongly undesirable." When it comes to the proportion of men on campus students consider necessary, reactions are more diverse: 10% say "no men," another 37% give proportions of 30% and under, and 27% say 50% or more.

Among the Faculty, about half consider bringing more men to the campus as a major priority. As for the desirability of having many more men (about 50%) on campus, 40% of the Faculty say "strongly desirable" and another 18% "somewhat desirable;" in contrast, 23% consider such a step undesirable. Some 42% say that "50% men" is the most desirable proportion.

While many alumnae support or accept the addition of more men on campus, some 15%-30% (depending on the question) say they would prefer Wellesley to remain basically a women's college. Aggressive recruitment of quality women students prior to the same for men generates 58% agreement, only 19% disagreement among alumnae; 43% of Faculty support such a move. Alumnae, in some contrast to others, are more evenly split on the desirability of about 50% men on campus. Further, only about 30% of them think the most desirable proportion of men is 50% or more, and 16% answer "no men."

How about implementation? Students very strongly support continuation and extension of exchange and cross-registration programs. For example, 77% say it would be "strongly desirable" to bring more men to campus via programs such as the 12-College Exchange. About 38% strongly favor actively seeking male transfer students (beyond freshmen year) and 34% strongly favor recruitment of male freshmen. Formal merger with an existing male institution or the development of a coordinate male college at Wellesley generate much less support. These patterns of preference are also very similar for Faculty and alumnae, although the extent of support is greatest among students.

As for the impacts of having many more men on campus, students would be most concerned if there were to be difficulty in maintaining Wellesley's distinctiveness, and also concerned if it meant a decline of women in positions of responsibility on campus.

Size of Wellesley

Opinions are split about evenly over increasing the size of Wellesley's student body: about half (49%) say "keep about the same," while almost as many (40%) say "increase somewhat, up to 2,000." These reactions are related to one's attitude on the desirability of having many more men (about 50%) on campus. For example, among those who consider many more men on campus "strongly desirable," 56% think Wellesley's size should be increased up to 2,000 or more, even though 39% of this same group think Wellesley's size should be kept the same. By the same token, among those who consider many more men on campus undesirable, only 16% think Wellesley's size should be increased up to 2,000 or more, while 73% say it should be kept the same.

Reactions on the same issues for Faculty and alumnae also suggest that those who advocate as many as 50% men on campus are willing to see the College grow somewhat, but not in proportion to the percentage of men they prefer. In essence, they advocate reducing the number of women somewhat to accommodate more men on campus.

Outside of Class

It is on the social side, as noted earlier, that Wellesley is most criticized by students for not meeting expectations: 35% respond "rather" or "very poorly." Similarly, 29% consider dating opportunities "poor" or "very poor" and 28% think their dating frequency is "generally" or "highly unsatisfactory." More specifically, although only 5% expected to date "very seldom," 20% report this as their actual dating frequency. Alumnae remembrance of dating opportunities and social life are remarkably similar. On another social dimension, namely having "boys as friends" as part of one's college experience, 80% of the students

say this is "very important," and another 13% say it is "somewhat important." On a related subject, 37% say they have developed non-dating friendships with MIT students met via the exchange.

Regarding "getting away from the campus," over half the students report weekends away once a month or more; 24% go away every weekend. In an average month, about 70% make at least a weekly trip to Boston, with about 20% reporting a dozen or more such trips per month. The same percent report having fulltime use of a car.

Student activities and part-time work consume a considerable amount of the typical student's time. Among extracurricular activities, athletics (39%), community service (35%) political activity or groups (33%), and music-drama (33%) are most popular. Some 36% of students claim to spend six or more hours a week on such activities. As for paid work, about half the students say "none," but about 15% report over seven hours of paid work a week.

Advising and Counseling

On both academic and personal matters, advising and counseling are consistently cited as zones of poor performance. For example, post-graduate career and educational planning are the two lowest-ranked areas wherein Wellesley has met student expectations. Advising on personal matters receives the fewest "excellent" and "good" ratings among aspects of one's student experience at Wellesley. Advising on academic matters--in general and in one's major department--rates similarly low. When asked "who and what was most helpful in choosing a major field," only 9% cite a faculty member or administrator, while 61% cite themselves. Alumnae also express dissatisfaction with career planning while they were students. Faculty tend to agree, particularly regarding personal counseling, although Faculty consider academic counseling to be strong.

Variations in Responses

Student opinion is rather homogeneous, although the Class of 1970 appeared to be somewhat less satisfied than others. Interestingly, opinions of recent alumnae (since 1960) seem to parallel somewhat the views of students, with older alumnae tending toward more conservative stances regarding men on campus and educational change. However, in contrast to anticipations held by some, older alumnae did not exhibit uniform patterns of strong conservatism, and were more likely (than others) not to respond to key questions about men on campus and other "recent issues," presumably reflecting a willingness to let others decide these matters. Among the Faculty, those who have been at Wellesley for six years or less (typically younger and non-tenured) show stronger interest in educational changes and most support for more men on campus. However, like alumnae opinion, a variety of views is represented among all groups.

The many carefully prepared questionnaires and additional comments made on them reflect a serious concern on the part of students regarding the nature, and the process, of change at Wellesley. The Commission is most appreciative of the time and care students devoted to completing the questionnaires (returned by some two-thirds of the student body) . . . and is already taking these views into account in its deliberations.

SUMMARY OF INITIAL RESULTS OF FACULTY-ADMINISTRATION QUESTIONNAIRE

October, 1970

The following summary represents some of the highlights from the initial analysis of the Commission's Faculty-Administration survey (returned by about 63% of the Faculty-Administration group), along with selected comparative findings from the student and alumnae surveys. Additional analyses are still underway, and a more complete presentation will be available later in 1970.

Among the specific topics treated are the state of Faculty satisfaction with Wellesley, their opinions of Wellesley's academic life, their views of student life, and their positions on issues of Wellesley's future--educational, coeducational, and size.

Faculty Careers at Wellesley

Faculty career satisfaction with Wellesley is predominantly favorable. When evaluating Wellesley as "a place for a permanent academic career," 30% of respondents say they are "very satisfied" and an additional 42% "somewhat satisfied," with 17% indicating some form of dissatisfaction, and 11% not taking a position either way. Those having been at Wellesley for longer periods of time express somewhat greater satisfaction than do those who have more recently arrived. For example, 20% of the instructors and assistant professors indicate they are "very satisfied" with Wellesley, compared with 33% of the associate and full professors. Separately, almost a third--31%--say they "definitely" or "probably could be more satisfied" elsewhere; further, some 33% report a job offer in the last two years, and another 36% note a serious job inquiry.

Primary attractions listed by Faculty as reasons for coming to Wellesley include the College's academic reputation (cited by 72% of the respondents), ability of the students (61%), and proximity to Cambridge and Boston (57%). The same three reasons (in that order) are given as reasons for staying at Wellesley, with salary, departmental reputation, and having a spouse working in the Boston area as major secondary reasons.

Analogous satisfaction data were collected from alumnae and students. Of the alumnae, 69% report that they are "somewhat" or "very satisfied" in their present retrospective attitudes towards their Wellesley experience. Further, 69% also say they would select Wellesley again, and 75% of the alumnae say they would be pleased if a college age daughter were to attend Wellesley. Current Wellesley students are less enthusiastic about "the Wellesley experience," with 48% considering it "the best" or "one of the best" choices they could have made, and 51% indicating that they would choose Wellesley again.

Education at Wellesley

About two-thirds of the Faculty (67%) think Wellesley does an "excellent" or "good" job of giving "the kind of education you think it should." Further, 63% consider the overall intellectual climate at Wellesley to be "excellent" or "good;" however, a "fair" rating is given by 32%, and "poor" by 3%. Among those making similar evaluations for their own department, 66% report "excellent" or "good," 24% "fair," and 10% "poor." Separately, some 73% of those responding consider the overall reputation of their own department, compared with other Wellesley departments, to be "above average" or better; a similarly favorable departmental evaluation is made when the standard of comparison is the same department "at other schools of Wellesley's caliber."

Students and alumnae both react very positively to Wellesley's general-liberal education: 91% of the students and 93% of alumnae consider it "excellent" or "good." As for specific facets of the academic experience, the quality of course content and the faculty/student ratio draw particularly favorable ratings from students. Students react more favorably--by about 20%--when the ratings context is their own major department rather than the College as a whole.

With respect to the student body, some 37% of the Faculty think the academic quality of Wellesley students has deteriorated in recent years, and 60% say that higher intellectual quality for admissions would be an improvement. Nonetheless, 53% agree that more minority-group students should be admitted to Wellesley, even if it means relaxing normal academic standards. The latter is also supported by 42% of students and 33% of alumnae.

The focus of Wellesley's education, according to the Faculty, should be more on preparation for graduate school (79% agree) than for specific careers (42%). Moreover, 90% disagree with the notion that college education for women should be non-professionally oriented, e.g., toward community

service, family life, etc. Alumnae suggest a slightly different emphasis, with specific preparation for graduate school or specific careers less strongly supported than is preparing students to deal with major social issues of the day and for community service; the strongest (89%) support is for preparing students "to deal with whatever may confront them."

In assessing educational improvements at Wellesley, the Faculty would like more emphasis on interdepartmental courses (82% consider it a major or minor improvement), and greater opportunities for independent work for students (81%). They favor more experimentation in subject matter (80%), and would like more course work to be relevant to contemporary life and problems (61%). Student reactions on these same issues are very similar. As for curriculum change, about half the Faculty (47%) considers the rate of curriculum change in their own field to be "about right," although almost as many (39%) think it has been somewhat slow.

Most Faculty (84%) favor making the major field more flexible, but very few (13%) think it should be abandoned. Students less strongly affirm the concept of a major field, and particularly point to the need to make the interdepartmental major administratively easier.

As for the grading system, 64% of the Faculty would also like more experimentation here. In this area, about two-thirds of the students report using pass-not pass in non-major electives and courses taken to fulfill distribution requirements, and 63% say this has made little difference in the quality of their work; about half the students think that grades at the college level are meaningless.

Faculty and Student Life

In terms of departmental decision-making patterns, about half the respondents report that decisions are made by senior Faculty and/or the department head; the other half say the whole department is involved in the process. Some 61% of the Faculty consider that they have "a great deal" or "quite a bit" of opportunity to influence their department's educational policies, compared with 70% of the respondents who feel they should have such influence. Some 25% of the respondents think they have an opportunity to influence the educational policies of the College (49% say they should have such an opportunity).

Regarding what goes on inside the classroom, 63% report that they have "almost complete" control over the content of their courses, and an additional 22% say they have "substantial" control. Separately, although 79% support more experimentation in teaching methods, 69% say they now "feel quite free" to utilize different teaching approaches, and only 4% say they feel constrained by department or College attitudes in this regard. Only a modest proportion (37%) of Faculty support the proposition that "students are willing to challenge me thoughtfully in class;" but 79% say student effort in their courses is substantial, and 64% consider the quality of student discussion in class to be satisfactory, although only 50% say the same about the amount of discussion.

Outside the classroom, Faculty evaluate rather negatively students' social life (30% "excellent" or "good"), and living situation (31%); student activities are somewhat better regarded (45%) but still well below the level of the Faculty's evaluation of education at Wellesley (67%). Student views, and the opinions of alumnae, follow a similar pattern, with weekday social life most severely criticized.

Advising and counseling is another area of criticism, particularly on personal matters. Faculty consider academic counseling to be of good quality (82%), with career development counseling (63%), and personal counseling (42%) less favorably evaluated. Students order the three in the same way, but are more critical across the board.

Of the Faculty, 53% think that Wellesley should be as concerned with students' personal guidance as it is with their intellectual development, and 73% think it is important for the Faculty to develop friendships with the students outside of the classroom. Faculty generally believe that they are reasonably or very well informed about student opinion, behavior, and academic interests--well over 50% give affirmative responses in each of these areas. Some 66% of the Faculty report having "better than average communication or rapport" with the students and 93% of the Faculty would describe themselves as "somewhat or quite sympathetic" towards student points of view on most issues.

Faculty generally support informal and formal consultation of students in a variety of areas including Faculty promotion, but generally wish to limit student voting participation to areas of

primary student concern or interest, such as student discipline. Faculty are particularly reluctant to support student voting participation in the areas of Faculty promotion and specific course content. In marked contrast, students say they should have much more opportunity to influence educational policies of the College (10% report they now have a "great deal" or "quite a bit" of influence, 70% say they should have such influence), and their major department (26% "do have," 74% "should have"). Most students (77%) do cite their departments as being responsive to student views and suggestions.

Priorities for Educational Change

In assessing possible changes in or additions to Wellesley's educational programs, Faculty most strongly agree on the desirability of accepting undergraduates older than "normal" college age--89% say "highly" or "somewhat desirable." The establishment of interdisciplinary "institutes" treating particular issues and problems is supported by 60%; the most frequently mentioned suggestions for such institutes are urban-suburban studies, the role of women, and environmental studies. Developing an extensive M.A. program is considered desirable by 59% of Faculty respondents. Day care centers for children of married students (63%) and of Faculty (57%) also elicit majority support. The idea of a downtown Boston campus extension is rather poorly received: 34% favor, but 50% consider it undesirable.

Student response patterns show less delineation among programs, with at least 50% considering each one desirable. Alumnae patterns are similar to the Faculty's, except no program receives more than 64% support.

The Faculty also was asked to rank a series of priorities for future investment and fund-raising. Overwhelmingly cited as first priority--with 43% of the #1 votes--"Faculty salaries." Funds "to improve teaching and research facilities" is the clear #2 choice (17%), and "financial aid for female students" is third (12%). A separate evaluation of aspects of life at Wellesley in terms of areas in need of urgent improvement reveals rapport between administration and students as the most frequently cited item (40%), with promotion and tenure policies, more men on campus, and research funds mentioned next most often.

Future of Wellesley - Men on Campus

Generally, Faculty support bringing additional men on campus; indeed, about half consider this to be a major priority for Wellesley. When explicitly asked about the desirability of having "many more men on campus (about 50%)," 40% of the Faculty say "strongly desirable" and another 18% say "somewhat desirable;" in contrast, 23% consider such a step undesirable. Regarding the specific percentage of men considered desirable, 42% state 50% or more, and only 6% give answers of 15% or fewer men. Reactions to the percentage of men necessary show more variation--11% say "0%," an additional 25% give answers under 25%, and only 16% say "50% or more men."

Students are more strongly in favor of more men on campus, and alumnae are less in favor. Regarding the desirability of "many more men on campus (about 50%)," students reaction is 77% "strongly" or "somewhat desirable," 16% undesirable; alumnae are very evenly split on this same question, with 34% saying desirable, 36% undesirable, and about 30% not taking a position.

In terms of the impacts of more men on campus, Faculty strongly endorse (71%) as beneficial male participation in all classes, and in campus organizations and activities (67%). The social benefits of more men on campus--via a "more normal social environment"--are also cited as particularly desirable (73%).

As to whether the presence of more men on campus will lead to "basic changes in Wellesley's character," Faculty evaluated a series of hypothetical changes as "major," "moderate," or "minor," and also assessed the desirability of such changes. For example, Wellesley degrees for a small number of men is seen as a rather minor change (26% "major"), and one that 43% consider desirable. Degrees for many men is considered "a major change" by 64%, and 47% say this is desirable. "Many more male faculty (65% rather than the current 45%)" is viewed as a rather moderate change (44% "major"), but one that only 14% consider desirable.

The latter point is reinforced by responses to separate questions regarding how the "distinctive contribution and role of women" should be emphasized at Wellesley. Singled out as the most important way is "faculty composition," with 57% of the Faculty saying this is "essential" or "very important."

The role of women as a subject for research is considered important by 49% of the Faculty. This emphasis on retaining Wellesley's traditional distinctive concern and involvement with women is a strong undercurrent in the responses.

In terms of implementing the addition of more men on campus, very strong support (82%) is given to exchange programs (such as the 12-College Exchange) as a desirable route. Continuation and expansion of the MIT arrangement are cited as desirable by 68%, and 70% would like to see more cross-registration programs with Boston-area schools. Accepting male transfer students (51%) and recruiting male freshmen (48%) receive less Faculty support. A coordinate men's college (25%) and formal merger with an existing male or coeducational institution (14%) are considered least desirable. Some 13% would like to see Wellesley return to an all-female school, a position considered undesirable by 75%.

Responses to these questions from students and alumnae follow the same pattern--strongest support for continuation and expansion of exchange programs, moderate interest in male transfer students and male freshman recruiting, and least interest in a coordinated college or merger. However, the extent of support is greatest among students, with Faculty and alumnae, respectively, showing lower absolute levels of support.

Future of Wellesley - Size of the College

There is majority support among the Faculty for some increase in Wellesley's size (up to 2000), with 51% supporting such an increase and an additional 10% supporting greater increases; 35% prefer to keep Wellesley's size about the same. Alumnae are more in favor of holding the line on size (54% "about the same" and 32% "increase somewhat"), with students in between (49% "about the same," 40% "increase somewhat"). These reactions are related to one's attitude on the desirability of having many more men on campus, although there are inconsistencies in the responses. Those who advocate many more men on campus are more willing (than are others) to see the College grow somewhat, but not in proportion to the percentage of men they prefer. In essence, they advocate reducing the number of women somewhat to accommodate more men on campus. Among the Faculty, when asked about this issue directly, 35% opt for such a reduction in women (to hold total size about the same), while 52% prefer that any men be additional to the present number of women.

Variations in Responses

Faculty members who have been at Wellesley for six years or less (typically younger and non-tenured) show stronger interest in educational changes and most support for more men on campus. For example, with respect to the desirability of having many more men (about 50%) on campus, overall Faculty opinion is 58% "strongly" or "somewhat agree." But agreement is 69% among Faculty who have been at Wellesley six years or less, 61% among those with 7-19 years at Wellesley, and only 31% among Faculty members with 20 years or more at Wellesley. Further analysis of response variations is still in process.

Alumnae opinion reflects a similar variation, with more recent alumnae generally more interested in change. However, it should be noted that older alumnae did not reveal the monolithic pattern of strong conservatism anticipated in some quarters; further, older alumnae were more likely than recent ones not to respond to key questions about men on campus and other "recent issues," presumably reflecting a willingness to let others decide these matters. The views of recent alumnae (since 1960) tend to parallel those of current students. Opinion among the latter is rather homogeneous, although the Class of 1970 expressed somewhat less satisfaction with Wellesley than did other students.

Obviously, members of Wellesley's Faculty and Administration are very much concerned with the College--now and in the future. This concern is reflected in the many handwritten comments on the questionnaires. The Commission is most appreciative of the time and care devoted to completing the questionnaires . . . and is already taking these views into account in its deliberations.

SUMMARY OF RESULTS OF ALUMNAE QUESTIONNAIRE - September, 1970

The following summary represents some of the highlights from the alumnae survey along with selected comparative findings from the student and faculty surveys. Additional analyses are still underway and a more complete presentation will be available later in 1970.

Among the specific topics treated are evaluations of alumnae satisfaction with Wellesley (educationally and otherwise), reactions to prospective changes in Wellesley's educational programs, views on how many men should be on campus and via what manner, and opinions as to changes in Wellesley's size.

Perspective on the Wellesley Experience

Wellesley alumnae hold a very positive attitude towards their Wellesley experience with 75% reporting that at the time they were students, they were "somewhat" or "very satisfied," while 14% express dissatisfaction. Their retrospective attitude today is slightly less favorable (69% satisfied, 17% dissatisfied), but the absolute level of overall satisfaction is still strong, with 69% of the respondents indicating they would select Wellesley again.

Students currently at Wellesley are somewhat less enthusiastic about "the Wellesley experience," with 48% considering it "the best" or "one of the best" choices they could have made, and 51% indicating that they would choose Wellesley again. The Faculty's overall satisfaction with Wellesley as a place for a "permanent academic career" indicates that 71% are "very" or "somewhat satisfied", with 31% saying they would "probably" or "definitely be more satisfied" elsewhere.

Alumnae reaction to the quality of their liberal arts education at Wellesley is strongly favorable, with 93% rating Wellesley as good or excellent in this category; 91% of today's students say the same. This general emphasis on Wellesley's academic reputation is supported by the fact that 83% of alumnae say academic reputation was a very important factor in bringing them to Wellesley; the figure is 93% for present students. Less strong relatively but nonetheless favorable was the reaction to more specific educational elements. For example, 65% rate Wellesley as good or excellent in providing training for graduate study, and 81% give the same evaluations to education and training in their own special field. Alumnae reaction to the variety and quality of extracurricular activities is less strong but still very favorable; 72% of the respondents rate the variety of extracurricular activities as "good" or "excellent" and 68% rate the quality similarly. Less favorably assessed are categories relating to dating opportunities, which receive 47% retrospective approbation; interestingly, today's students rate their satisfaction with dating opportunities and frequency about the same--40%-50%. Social life, by the way, is considered to have been the second most important item (after studies) in an alumnae's life at Wellesley.

Alumnae indicate that while at Wellesley they received the most satisfaction with the friendships that they developed at Wellesley, and with developing their ability to get along with different kinds of people. They were least satisfied with their development of career goals, preparation for marriage and family life, and preparation for dealing with community problems. Current students are remarkably similar to the alumnae attitudes in the pattern and intensity of their satisfaction of the progress they have made at Wellesley.

Alumnae attitudes towards Wellesley can be summarized perhaps most succinctly by the fact that 75% would be pleased if a college age daughter were to attend Wellesley.

Future of Wellesley - Educational Issues

There is very strong agreement that Wellesley's curriculum should emphasize the preparation of students "to deal with whatever may confront them" (89%)--clearly reflecting the aforementioned views about a liberal arts education. Preparing students to deal with major social issues of the day and for community service are also supported rather strongly with somewhat less support for emphasis on preparation for graduate school or specific careers.

In reviewing possible changes in Wellesley's educational programs 64% of the respondents think Wellesley should accept some students older than "normal" college age. A majority (53%) indicate a desire to establish an M.A. program, support day care centers for children of faculty (57%) and students (58%) and support the establishment of interdisciplinary institutes (57%). There is decidedly less support (25%) for the establishment of a downtown Boston campus extension, except among more recent graduates (36%).

Current student reaction to a possible Master's program is strong (64%), as it is toward the acceptance of older undergraduates (63%). The establishment of interdisciplinary institutes is strongly supported by 61% and 51% advocate the establishment of a downtown Boston campus extension. Faculty support is strong for accepting older undergraduates (88%); and support is moderately strong for a Master's program (59%), day care centers for faculty children (56%) and student children (63%), and the establishment of interdisciplinary institutes (61%). They exhibit less enthusiasm for accepting younger undergraduates (49%) and still less (33%) for a downtown Boston extension.

There is 8-1 alumnae belief that admissions standards have improved since their graduation. As for relaxing standards to admit more minority group students, 33% of alumnae--and 42% of students--are in favor.

The Future of Wellesley - Men on Campus

In general, the alumnae support or accept the addition of more men on campus in a variety of ways. But 15% to 30% (depending on the particular question) say they would prefer Wellesley to remain basically a women's college. Many of this group recognize, however, that this may not be possible always despite their preferences.

Hence they appear willing to accept men on campus via such means as exchange programs--i.e., ways that seem to detract least from Wellesley as a women's institution. There is some support (38%) for the idea that without men Wellesley would have increasing trouble recruiting quality students. And 21% feel sufficiently strongly to agree that "women's colleges are no longer a viable institution;" however, 67% of alumnae respondents disagree. There is very strong feeling (58% agree, 19% disagree) that increased recruiting of quality women students should precede male recruiting.

Among people on campus, the proposition that quality women are no longer attracted to women's schools yields 56% agreement from students, 43% from Faculty. Some 56% of students and 46% of Faculty support the proposition that women's colleges are no longer viable as an institution. As for increased recruitment of quality women students prior to concentrated efforts to bring men into Wellesley, 38% of students favor this, 43% of Faculty.

As to the desirability of men on campus, the prospect of having about 50% men on the campus generates 30%-40% support (depending on the specific question). As to the specific proportion of men considered desirable, 30% of alumnae think that 50% or more men should be included on the campus; however, a minority of 16% state strongly that "no men" would be the most desirable proportion.

How much of a basic change in Wellesley's character do alumnae think more men on campus would cause? Among the many prospective impacts of men on campus, alumnae generally point to two as representing "very major or major change" for the college--Wellesley degrees for many men (69%) and male freshmen admitted to Wellesley (66%). However, many fewer alumnae believe these are undesirable (44% and 41% respectively).

Student reaction to the idea of 50% men on campus is 77% in favor and 16% opposed, with the rest neutral or silent. Approximately 58% of the students believe that 50% or more men would be most desirable while a mere 2% argue for no men on campus. Among Faculty, about half would argue for 50% or more, while 2% would argue for no men.

Students also see many more men as a major change with 87% of the students considering 50% men as a major change. Faculty reaction to 50% men indicates that 85% would view it as a major change.

In sum, at one end there is a group of somewhat over 20% of the alumnae who are strongly opposed to men on campus in almost any form. At the other end, a group of about 30% considers as desirable changes a wide variety of impacts that could result from the introduction of men. The middle 40% are flexible, albeit only up to a point.

Regarding the implementation of men on campus, there is strong support for the continuation and expansion of cross-registration and exchange programs as the most satisfactory vehicle for introducing more men to the Wellesley campus; approximately 50% to 60% of the respondents consider these approaches as somewhat or strongly desirable. Alumnae respondents are less enthusiastic toward the acceptance of male transfer students (29%) or the active recruiting of men for either the sophomore year (17%) or the freshman year (25%). There was very little alumnae support for a merger with an existing male institution (13%) or the development of a coordinate college for men (20%).

While student interest in having men on campus is somewhat higher than that of the alumnae, their pattern of preference was very much the same, with cross-registration and exchange program considered desirable by between 88% and 94% of the students. Some 58% advocate actively seeking male transfer students at the sophomore level, while 51% advocate recruiting freshmen. Merger and coordinate college options are supported by less than 30% of the students. A very similar pattern of preference is exhibited by the Faculty, with their percentages positioned between those of the alumnae and the students.

Future of Wellesley - Size of the College

Although the response patterns are somewhat inconsistent, it appears that those advocating as many as 50% men on campus are willing to have the size of the college "grow somewhat," but not in proportion to the percentage of men they advocate. In other words, they either explicitly or implicitly advocate reducing the number of women to some extent.

Variations in Responses by Year of Graduation

As one might expect there were consistent and in some cases substantial differences between positions advocated by recent graduates and those graduating some years ago. In general, more recent alumnae express somewhat greater enthusiasm for more men on campus and for educational changes at Wellesley. For example, the overall proportion of alumnae expressing a "strong desire" for Wellesley to remain a women's college is 27%, but the proportion ranges consistently downward--from 39% for classes prior to 1930 down to 9% for the classes of 1965-1969. Similarly, 12% of the pre-1930 graduates believe it is desirable to have 50% or more men on campus--a percentage which rises to 50% for 1965-1969 graduates. Similar patterns may be found throughout the data. However, it should be pointed out that the older alumnae did not reflect the uniform pattern of strong conservatism as apparently anticipated by some of the more recent graduates and current students. Older alumnae also were more likely than recent ones not to give answers to questions about men on campus and other "recent issues," reflecting a feeling that they were either less willing or less qualified to make judgments in these areas.

It is clear from the many carefully prepared questionnaires and lengthy letters that the depth of feeling held by the alumnae for Wellesley makes the process of change an item of extreme importance. The Commission is most appreciative of the amount of time and care individual alumnae devoted to completing the questionnaire. The volume of letters and essays on the subject of the future of the College was to say the least staggering, and many were outstanding expositions of the several major points of view. There was a clear recognition that the future course of Wellesley should be carefully planned, and indication that most alumnae are interested in participating in the exploration of the various approaches to change at Wellesley.